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ABSTRACT

These 38 learning guides are self-instructional packets for 38 tasks identified as essential for performance on entry-level jobs in business education. Each guide is based on a terminal performance objective (task) and 1-7 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include processing mail; copying and duplicating; answering incoming and placing outgoing calls; filing and retrieving materials; describing specialized filing and storage systems; classifying crimes and torts; identifying elements of contracts; transfering and discharging contracts; operating IBM memory typewriter, electronic selectric composer, IBM executive typewriter; preparing a resume; writing letters of application; completing application form; participating in job interview; demonstrating knowledge of job success; using dictionary; spelling and defining business and consumer terms; identifying parts of speech; constructing simple sentences; punctuating; composing and typing memorandums and letters of request, transmittal, acknowledgment, and response. (YLB)

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# STUDENT LEARNING GUIDES

## Business Education

RIDGE
VO-TECH CENTER
7700 State Road 544 N
Winter Haven, Florida 3388

| | |
|---|---|
| MA-01 | Classify Mail and Identify Mail Services |
| MA-02 | Process Incoming and Outgoing Mail |
| RE-01 | Select Best Copying/Duplicating Method |
| RE-02 | Type, Correct, and Run Spirit Masters |
| RE-03 | Type, Correct, and Run Stencils |
| TE-01 | Answer Incoming and Place Outgoing Calls |
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| BL-06 | Analyze Employment and the Law |
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| SM-03 | Operate Electronic Selectric Composer |
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| JA-01 | Prepare a Resume |
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| JA-03 | Complete Application Form |
| JA-04 | Participate in Job Interview |
| JA-05 | Demonstrate Knowledge of Job Success |
| CO-02 | Locate and Record Information From A Dictionary |
| CO-04 | Spell Vocabulary Words |
| CO-05 | Define Vocabulary Words |
| CO-06 | Define Business and Consumer Terms |
| CO-07 | Identify Parts of Speech |
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| CO-11 | Punctuate, Capitalize, Abbreviate, Use Numbers in Sentences |
| CO-12 | Write and Punctuate Grammatically Complete Sentences |
| CO-13 | Identify and Type Effective Business Letters |
| CO-14 | Compose and Type a Memorandum |
| CO-15 | Compose and Type a Letter of Request |
| CO-16 | Compose and Type a Letter of Transmittal |
| CO-17 | Compose and Type a Letter of Acknowledgement |
| CO-18 | Compose and Type a Letter of Response |

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Classify Mail and Identify Mail Services

**DUTY:** Processing Incoming and Outgoing

**PURPOSE:**

All offices receive mail and prepare outgoing mail. Students must know and understand the classifications of mail in order to ensure the most efficient and economical method of handling various types of outgoing mail and incoming mail.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | MA | 01 | |

REVISED:

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** classify mail and identify mail services.

**HOW WELL:** You must successfully complete the Written Test.

### ENABLING OBJECTIVES:

1. Define Airmail, First-class mail, Second-class mail, Third-class mail, and Fourth-class mail (Parcel Post).
2. Define Special Delivery mail, Registered mail, Certified mail, Insured mail and C.O.D. mail.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | MA | 01 |

# ENABLING OBJECTIVE NO. 1

**RVTC**

Define Airmail, First-class mail, Second-class mail, Third-class mail, and Fourth-class mail (Parcel Post).

## LEARNING STEPS

1. Read Resource No. 1 to identify the different classes of mail.
2. As a Self-Check, complete Resource No. 2.
3. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Clerical Office Procedures, pages 156 - 159.
2. Text: Clerical Office Procedures, page 162, questions 5 - 8.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | MA | 01 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Define Special Delivery mail, Registered mail, Certified mail, Insured mail and C.O.D. mail.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the different mail services. | 1. Text: Clerical Office Procedures, pages 158 - 162. |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Listen and complete Resource No. 3 describing postal services. | 3. a. Sound Page: "Postal Services", 26.1 - 24.4.<br>b. Instructor |
| 4. Listen and complete Resource No. 4 describing telegrams. | 4. a. Sound Page: "Telegrams", 33.1 - 33.4.<br>b. Instructor |
| 5. When you think you can attain this task, take the Written Test. | 5. Written Test for task MA-01. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | MA | 01 | 2 |

# SELF-CHECK

# RVTC

## Directions

Evaluate your knowledge by answering the items below.

Circle T for True and F for False.

T F 1. Before your mail will be accepted for registration, the post office requires that you declare the full value of the mail to the postal clerk.

T F 2. Insurance coverage is provided for certified mail.

T F 3. Special delivery provides the fastest handling and delivery service for any kind of mail.

T F 4. Only fourth-class may be registered.

T F 5. The maximum amount collectible on a COD package is $200.

T F 6. A receipt is not issued for insured mail.

T F 7. All classes of mail may be registered provided the first-class or airmail rate is paid.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 01 | 2 |

# SELF-CHECK

RVTC

## Answer Key

1. T
2. F
3. T
4. F
5. T
6. F
7. T

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU |  | MA | 01 | 2 |

7

## WRITTEN TEST FOR TASK NO. MA-01

**RVTC**

**TASK:** Classify Mail and Identify Mail Services

Directions

**PAGE** 1 **OF** 1

The purpose of this test is to determine if you fully understand how to classify mail and identify mail services. To successfully complete this test all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each item.

DO NOT WRITE ON THIS TEST!

Matching questions

A

_____ 1. Newspapers, magazines and other periodicals.

_____ 2. All sealed written materials.

_____ 3. Carried by air.

_____ 4. Circulars, books, catalogs.

_____ 5. All mailable matter weighing 16 ounces or more not included in first or second class.

_____ 6. Provides record of delivery and receipt.

_____ 7. Amount for ordered goods collected on delivery.

_____ 8. First-class mail plus immediat delivery.

_____ 9. Provides insurance up to $10,000, a receipt for sender, and proof of delivery.

_____ 10. Provides insurance for third-fourth-class mail up to $200 against loss or damage.

B

a. Airmail
b. First- Class
c. Second-Class
d. Third-Class
e. Fourth-Class
f. Special Delivery
g. Registered
h. Certified
i. Insured
j. C.O.D.
k. Mail order
l. Hand-delivered mail

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# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-MA-02

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Process Incoming and Outgoing Mail

**DUTY:** Processing Incoming and Outgoing Mail

**PURPOSE:**

All offices receive and process incoming and outgoing mail. Prompt handling of incoming and outgoing mail will enable a company to build a reputation for efficiency and it will enable company executives and employees, as well, to use their time wisely.

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| DEPT | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | MA | 02 | |

| REVISED | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** pieces of mail.

**YOU WILL:** process each piece of incoming and outgoing mail.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 16-17.

### ENABLING OBJECTIVES:

1. Locate and record correct zip codes.
2. Process incoming mail.
3. Process outgoing mail.
4. Forward mail.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | MA | 02 |

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## ENABLING OBJECTIVE NO. 1

RVTC

Locate and record correct zip codes.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 describing zip codes. | 1. Text: Clerical Office Procedures, pages 154 - 156. |
| 2. Complete the Self-Check. | 2. a. Self-Check enclosed.<br>b. Zip Code Directory |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | TW | 02 | 1 |

## SELF-CHECK

### Directions

Evaluate your knowledge by answering the items below.

Using the Zip Code Directory, look up the zip code for the following.

__________ 1. A & B Grocery
Erskine, Minnesota

__________ 2. Besler Manufacturing Company
1147 Montgomery Avenue
Albuquerque, New Mexico

__________ 3. Common's Auto Service
921 Market Street
San Francisco, California

__________ 4. Ms. Katherine B. Hansen
456 Dewey Gibbs Road
Des Moines, Iowa

__________ 5. Harvey Company
First National Bank Center
Oklahoma City, Oklahoma

__________ 6. Mrs. James Marshall
194 Clayton Lane
Madison, Wisconsin

__________ 7. Mazza Realty
1201 Capital Avenue
Albany, New York

__________ 8. Mr. Charles Seeger
133 Eighteenth Street
Pittsburgh, Pennsylvania

__________ 9. Spencer Motors
Emerado
North Dakota

__________ 10. Mr. James R. Walsh
3105 Broadway
Indianapolis, Indiana

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 1 |

# SELF-CHECK

**RVTC**

## Answer Key

1. 56535
2. 87119
3. 94103
4. 50322
5. 73102
6. 53713
7. 12201
8. 15215
9. 58228
10. 46205

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Process incoming mail.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and view Resource No. 1 describing the procedure for processing incoming mail. | 1. a. Text: Clerical Office Procedures, Part I, "Incoming Mail", pages 142 - 147 and 165 - 169.<br>b. Slides and Cassette: Milady Publishing Corporation, Unit: "Processing Incoming and Outgoing Mail". |
| 2. Read Resource No. 2 to identify the processing of incoming mail. | 2. Instruction Sheet enclosed, Incoming Mail |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 2 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Incoming Mail

### Opening Mail

In an office the size of Fisher Supply Corporation, a hand-operated opener or a paper knife should be used to open the mail. To open an envelope with a paper knife, place it face down on the desk and run the knife under the flap. If you should cut a letter or an enclosure as you are opening an envelope, use transparent mending tape to put it together again. Be sure not to open letters which are marked "Personal" or "Confidential". If these are opened by mistake, place the letter back into the envelope and write on the outside: "Sorry--opened by mistake," and add your initials.

After all of the mail has been opened, check to see if enclosures which are stated on the letters are actually apparent. If an enclosure is missing, you should note the omission on the margin of the letter. You may be expected to make out a special memorandum and keep it on file if the missing enclosure is a check, money order, stamps or cash.

### Dating, Sorting and Distributing Mail

The next step in processing the incoming mail is to put the time and date on each piece of correspondence. This is done with a date stamp, if one is available. Then, the mail should be sorted according to the department it is to go to and distributed as promptly as possible.

### Incoming Mail Routine

I. Receive Mail

II. Sort Mail Into
    A. Individually Addressed--Deliver unopened
    B. Company Addressed (Addressed to Fisher Supply Corp.)
        1. Open
        2. Stamp contents with date
        3. Sort by work areas into
            a. Accounting--Deliver

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 1 |

## INSTRUCTION SHEET

**RVTC**

**PAGE** 2 **OF** 2

3. Sort by work areas into
    a. Accounting--Deliver
        (1) Fisher Supply Corp.--clip payment to invoices
        (2) Invoices from Outside World (Gregg, South-Western, etc.) original to Accounting, pink copy to Sales
        (3) Bills and statements from Outside World
        (4) Correspondence regarding credit
    b. Administrative Assistant--Deliver
    c. Personnel--Deliver
    Employees--Employment correspondence
    d. Sales--Deliver
        (1) Orders and related correspondence
        (2) Pink copy of invoices from Outside World

C. Magazines, Circulars, Catalogs, etc.
    1. Sort by departments
    2. Deliver

D. Registered, Special Delivery, etc.
    1. Open
    2. Stamped with date
    3. Record on Incoming Mail Register
    4. Sort by departments
    5. Deliver

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 1 |

## ENABLING OBJECTIVE NO. 3

**RVTC**

Process outgoing mail.

## LEARNING STEPS

1. Read Resource No. 1 describing the procedure for processing outgoing mail.
2. Read Resource No. 2 to identify the processing of outgoing mail.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. Text: Clerical Office Procedures, Part II, "Outgoing Mail", pages 150 - 169.
2. Instruction Sheet enclosed, Outgoing Mail

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 3 |

## Outgoing Mail

Precautions for releasing outgoing mail:

1. The name and address on the envelope address must agree with the letter address.
2. Any enclosures noted at the bottom of the letter are actually enclosed in the envelope.
3. Special notations, such as "Registered", "Special Delivery," "Airmail", and "Personal" have been properly noted on the envelope in capital letters. Rubber stamps and special stickers should be used on the envelope so that attention is brought for post office handling of the mail.
4. Foreign mail has been properly indicated on the envelope in the corner below the stamps.
5. "Personal" and "Confidential" letters have been sealed.
6. Envelopes for carbon copies to others have been prepared for mailing.
7. Reference numbers, order numbers, or special key or department numbers referred to in previous correspondence are correct in the reply.
8. Any stamps that have to be enclosed have been placed in a wax-paper container or similarly protected.
9. Labels have been typed for packages to be sent under separate cover.
10. Refer to Postal Rate chart and calculate postage.
11. Record Accountable Mail (insured, certified, registered, etc.) on Outgoing Mail Register.

## Folding and Inserting Letters

Many times the job of the mailing clerk consists of folding letters and inserting them into envelopes. Paper which is usually used in an office situation is 8½" by 11". This size is inserted into No. 6 envelopes (6½" by 3 5/8"). These steps should be followed:

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 3 |

# INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

1. With the letter face up on the desk, fold the bottom up to ½" from the top.

2. Fold the right third to the left.

3. Fold the left third to ½" from the last crease.

4. Insert the last creased edge first into the envelope.

If the envelope being used is a larger one, only two folds are necessary.

1. Fold the letter slightly less than one third of the letterhead up toward the top.

2. Fold down the top of the lettterhead to within ½" of the bottom fold.

3. Insert the letter into the envelope with the last crease toward the bottom of the envelope.

A letter should be inserted in an envelope in such a way that it will be in a normal reading position when it is removed from the envelope and unfolded. The enclosures that accompany the letter should be folded with the letter or inserted into the fold so that they will be pulled out of the envelope at the same time the letter is removed.

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 3 |

# ENABLING OBJECTIVE NO. 4

RVTC

Forward mail.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the procedure for forwarding mail. | 1. Instruction Sheet enclosed, Steps in Forwarding Mail |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task MA-02. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 4 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Steps in Forwarding Mail

1. Sort mail.
2. Readdress mail to be forwarded in original envelope (first class).
3. Place other mail in new envelope:
   a. address envelope
   b. determine correct amount of postage
   c. mark or affix correct amount of postage
4. Deposit for mailing.
5. Dispose of mail which is not to be forwarded.

| DEPT | PROG | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 4 |

# SELF-CHECK

## Directions

Evaluate your knowledge by answering the items below.

T F 1. Incoming mail should be processed quickly so orders and requests can be handled properly.

T F 2. It is not necessary to have any special supplies to process incoming mail.

T F 3. In all offices mail is always delivered directly to the receptionists by a Letter Carrier.

T F 4. After the mail is delivered it should be sorted and delivered to the people who will be responsible for answering it.

T F 5. On the first sorting, incoming mail should be sorted according to who will answer it.

T F 6. On the second sorting, each individual's incoming mail should be sorted into piles of important and routine mail.

T F 7. The routine mail should be opened first, to get it out of the way quickly.

T F 8. It is always necessary to attach the envelope to a piece of incoming mail.

T F 9. As enclosures are attached to an incoming letter the fact that they were received should be noted on the letter.

T F 10. It is not necessary to date incoming letters with the date they were received in your office.

T F 11. Annotating an incoming letter is the practice of making explanatory notations on the letter that will be helpful to the person who will answer it.

T F 12. Mail may be routed to someone other than the person to whom it is addressed by attaching a routing slip or, in the case of confidential mail, by placing the slip to the envelope.

T F 13. A Mail Register lists all outgoing mail by addressee.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 4 |

## SELF-CHECK

T F 14. A disgest of Incoming Mail is sometimes used to keep a traveling executive up to date on the contents of his/her important mail.

T F 15. The Postal Manual is the final authority on all postal regulations.

T F 16. In small offices mail is usually collected, posted and dispatched to the post office by members of the Mail Room Staff.

T F 17. In large offices mail is usually posted and taken to a mail collection box near the office by a secretary.

T F 18. Outgoing mail should be processed according to an established procedure that will enable it to move from the business office to the post office for sorting and dispatching in the shortest possible time.

Ask your instructor to check your answers.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | MA | 02 | 4 |

# PERFORMANCE TEST FOR TASK NO. MA-02

**RVTC**

**TASK:** Processing Incoming and Outgoing Mail

BU-*-MA-02

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** You will process incoming and outgoing mail. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED:<br>For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| | Incoming Mail | | |
| 1. | Was confidential mail left unopened? | | |
| 2. | Were all contents removed from the envelope? | | |
| 3. | Were contents undamaged? | | |
| 4. | Were envelopes attached to correspondence? | | |
| 5. | Were enclosures attached to cover letter? | | |
| 6. | Were any irregularities, such as enclosure not included, noted? | | |
| 7. | Was mail stamped with date received? | | |
| 8. | Was pertinent correspondence attached, if requested? | | |
| 9. | Was mail sorted appropriately, prior to distribution? | | |
| 10. | Was processed mail placed in the appropriate place? | | |
| | Outgoing Mail | | |
| 1. | Was correctness of address verified? | | |
| 2. | Was correspondence checked for proper enclosures? | | |

☐ MASTERY

Score ______ ☐ NON-MASTERY ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | MA | 02 | | Page 1 of 2 |

# PERFORMANCE TEST FOR TASK NO. MA-02 CONT'D

| CRITICAL ITEMS ● | ITEMS TO BE EVALUATED (CONT'D): | YES | NO |
|---|---|---|---|
| 3. | Was the mail folded properly?.......... | | |
| 4. | Were the envelopes sealed properly?.......... | | |
| 5. | Was the correct amount of postage marked or affixed?.......... | | |
| 6. | Was the mail deposited in the appropriate place?.......... | | |
| | Forwarding Mail | | |
| 1. | Was the mail re-addressed as first class mail?.......... | | |
| 2. | Were other classes of mail prepared for forwarding?.......... | | |
| 3. | Was postage attached where appropriate?.......... | | |
| 4. | Was mail not to be forwarded properly disposed of?.......... | | |

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-RE-01

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Select Best Copying/Duplicating Method

**DUTY:** Reproducing Business Records

**PURPOSE:**

Reprographics is the multiple reproduction of materials in some type of graphic form. In an office, the ability to identify the characteristics of copying/duplicating methods enables one to use the best method of reproduction. Knowing what method of copy/duplicating to use in a certain situation can save a business money and time in communicating effectively.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | RE | 01 | |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** select the best copying/duplicating method.

**HOW WELL:** You must successfully complete the Written Test.

## ENABLING OBJECTIVES:

1. Match characteristics of copying/duplicating with the methods.
2. Determine best copying/duplicating method to use.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | RE | 01 |

## ENABLING OBJECTIVE NO. 1

RVTC

Match characteristics of copying/duplicating with the methods.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the types of copying/duplicating and the characteristics of each one. | 1. Instruction Sheet enclosed, Reprographics |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 1 |

## Reprographics

The four most common methods of copying/duplicating in the business office are:

1. **Copying** -- this is direct reproduction by photographic or similar means. It is generally used when making up to 10 copies. No master is required. You place what is to be reproduced in the machine and it copies it automatically. This is the most expensive type of reproduction.

2. **Spirit duplicating** -- this uses a master sheet upon which is drawn, written, or typed copy (the carbon deposit appears on the back of the master sheet). This deposit when contacted by moistened duplicator paper will offset the copy onto the desired paper. The copies are made by dissolving part of this carbon or dye deposit by means of a chemical called duplicating fluid. The liquid duplicator (the actual machine) is the vehicle which brings the master and moistened paper together to produce the copy. Masters are available in a variety of colors (purple, green, red, blue and black). This type of duplicating is generally used when making up to 300 copies. The quality of the copy is considered low and suitable for in-house use only.

2. **Stencil duplicating** -- this involves a rotary-type machine that uses a stencil sheet upon which copy is drawn or typed. The image is actually "cut" into the stencil. This sheet when placed on a rotary cylinder with ink pad attached makes copies by the contact of the paper as it passes, through or between inked stencil and an impressive roller. While inks of various colors can be used, the cylinder cannot contain more than one color at a time. This type of duplication is generally used when making up to 5,000 copies. The quality of copy is considered "moderately acceptable"; primary use is for schools, churches or in-house use.

4. **Offset duplicating** -- this type of duplication is used when you need a very high quality copy and are making up to 50,000 copies. This process is suited for materials containing photographs and complex illustrations in one or more colors. The master prints onto a roller and the roller prints onto the paper. Masters can be prepared by direct image, electrostatically, on a metal plate, or using a camera. This process is generally done commercially.

| DEPT | [illegible] | DUTY | [illegible] | [illegible] |
|---|---|---|---|---|
| BU | * | RE | 01 | 1 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by answering the items below.

Match characteristics which describe the method of copying/duplicating found in Column A, with each method of copying/duplicating found in Column B.

**A**

____ 1. Direct reproduction by photographic or similar means.

____ 2. Generally used when making up to 10 copies.

____ 3. Generally used when making up to 300 copies.

____ 4. Generally used when making up to 5,000 copies.

____ 5. Generally used for 50,000 copies.

____ 6. A duplicating process where quality is considered to be extremely high.

____ 7. Masters available in many colors.

____ 8. Uses a stencil where image must be "cut" into it.

____ 9. Five colors of inks can be used, but cylinder cannot contain more than one color at a time.

____ 10. Duplication process where master has a carbon deposit on the back side.

____ 11. No master required.

____ 12. Quality of copy is considered "moderately acceptable"; used in schools, churches,or in-house.

____ 13. Quality of copy is considered to be low and suitable only for in-house use.

**B**

a. copying

b. offset duplicating

c. spirit duplicating

d. stencil duplicating

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 1 |

## SELF-CHECK

____ 14. A duplicating process suited for materials containing photographs and complex illustrations in one or more colors.

____ 15. Masters can be prepared by direct image, electrostatically, on a metal plate, or using a camera.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 1 |

## SELF-CHECK

**RVTC**

### Answer Key

a 1.

a 2.

c 3.

d 4.

b 5.

b 6.

c 7.

d 8.

d 9.

c 10.

a 11.

d 12.

c 13.

b 14.

b 15.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Determine best copying/duplicating method to use.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Evaluate your knowledge of the types of reprographic equipment by completing the Self-Check. | 1. Self-Check enclosed. |
| 2. When you think you can attain this task, take the Written Test. | 2. Written Test for task RE-01. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 2 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge by answering the items below.

Read each of the following situations carefully. Choose the appropriate method to use in providing the copying/duplicating service required and circle the letter which identifies that method for each situation.

1. There are 150 employees in your branch office. A company cafeteria is available to all employees. In the past, the cateteria has been serving breakfast from 7:00 - 9:00 each morning. Because of the change in hours for the morning shift, the cafeteria hours are going to be changed as of next week to 6:00 - 8:00 each morning. A notice is to be sent to each of the 150 employees. The most appropriate copying/duplicating process to use for preparing this notice would be:

   a. copying.
   b. offset duplicating.
   c. spirit duplicating.
   d. stencil duplicating.

2. The vice-president of your company has designed a brochure to be sent to 5,000 customers throughout the state. This brochure will contain written descriptions, as well as actual pictures, of 48 different products that will be on sale next month. Three different colors will be used in the brochure. The most appropriate process for this brochure would be:

   a. copying.
   b. offset duplicating.
   c. spirit duplicating.
   d. stencil duplicating.

3. As secretary of your church, it is your responsibility to prepare the program for church services. Attendance at church averages 500 each week. The program contains only typewritten copy. The most appropriate copying/duplicating method to prepare this program would be:

   a. copying.
   b. offset duplicating.
   c. spirit duplicating.
   d. stencil duplicating.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 2 |

## SELF-CHECK

## RVTC

### Answer Key

1. c spirit duplicating
2. b offset duplicating
3. d stencil duplicating

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 01 | 2 |

# WRITTEN TEST FOR TASK NO. RE-01

**RVTC**

**TASK:** Select Best Copying/Duplicating Methods To Use

BU-*-RE-01

**PAGE** 1 **OF** 1

## Directions

The purpose of this test is to determine if you can select the best copying/duplicating methods. To successfully complete this test all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Matching. On a separate Answer Sheet, on the line to the left of each item write in the letter of the item that best identifies each item.

DO NOT MARK ON THIS TEST!

## Matching questions

1. A memo has been received at your branch office from the president of your company. Five divisional managers need a copy of this message.
2. Masters available in many colors.
3. Generally used for 50,000 copies.
4. Image "cut" into it.
5. Low quality for in-house use.
6. Direct photographic reproduction.

a. copying

b. offset duplicating

c. spirit duplicating

d. stencil duplicating

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | RE | 01 |

# WRITTEN TEST FOR TASK NO. RE-01

RVTC

**TASK:** Select Best Copying/Duplicating Methods To Use

ANSWER KEY

PAGE 1 OF 1

## Multiple Choice questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

## True-False questions

T F 1.
T F 2.
T F 3.
T F 4.
T F 5.
T F 6.
T F 7.
T F 8.
T F 9.
T F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

## Matching questions

a 1.
c 2.
b 3.
d 4.
c 5.
a 6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | RE | 01 |

## WRITTEN TEST FOR TASK NO. ____

**RVTC**

**TASK:**

**PAGE** 1 **OF** 1

ANSWER SHEET

Student's Name ____________________

Date ____________________

NOTE: Record your answers for this test on this answer sheet - NOT on the test itself.

Multiple Choice questions (Put letter of correct answer in the blank to the left of the number of the question.)

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

True-False questions (Circle T for True and F for False.)

T F 1.
T F 2.
T F 3.
T F 4.
T F 5.
T F 6.
T F 7.
T F 8.
T F 9.
T F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions (On the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each item.)

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

Scorer's signature ____________________ Date ____________________

Score __________

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| | | | |

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## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-RE-02

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Type, Correct, and Run Spirit Masters

**DUTY:** Reproducing Business Records

**PURPOSE:**

Spirit duplicating is one of the quickest and most economical ways of producing multiple copies. Many times you will be called upon to reproduce materials using this process. The quality of the finished copies depends on your ability to type a master correctly and operate the spirit duplicator properly.

* 7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | RE | 02 | RE-01 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES:

RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** typewriter, a spirit duplicator, a spirit master set with instructions for typing and required supplies,

**YOU WILL:** type the master as specified and run 10 copies.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 14-15.

## ENABLING OBJECTIVES:

1. Define terms of spirit duplicating used in this Learning Guide.
2. Type and correct spirit masters.
3. Run spirit masters.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | RE | 02 |

## ENABLING OBJECTIVE NO. 1

RVTC

Define terms of spirit duplicating used in this Learning Guide.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to define the reprographic terms used in this Learning Guide. | 1. Instruction Sheet enclosed, Reprographic Terms for Preparing a Spirit Master. |
| 2. Evaluate your mastery of these terms by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 1 |

INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## Reprographic Terms for Preparing a Spirit Master

1. Master set -- is composed of a sheet of master paper and a sheet of carbon which are fastened together at one end.

2. Master sheet -- is where you write the information to be duplicated.

3. Carbon sheet -- provides the carbon that will be transfered to the back of the master sheet when pressure is applied creating a reverse image.

4. Protective tissue sheet -- is between the master sheet and the carbon sheet to protect the master sheet from becoming smudged with carbon. This is removed before typing or writing on the master sheet.

| DEPT. | PROG. | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 1 |

# SELF-CHECK

RVTC

## Directions

Evaluate your mastery of the terms used in spirit duplicating by completing the following items.

On the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each definition given in Column A. The items in Column B may be used more than once.

| | | A | | B |
|---|---|---|---|---|
| _____ | 1. | Where you write the information to be duplicated. | a. | protective tissue sheet |
| _____ | 2. | Removed before you type. | b. | master sheet |
| _____ | 3. | A sheet of master paper and a sheet of carbon paper. | c. | master set |
| _____ | 4. | When pressure is applied a reverse image is created. | d. | carbon sheet |
| _____ | 5. | Fastened together at one end. | | |
| _____ | 6. | Protects the master sheet from becoming smudged. | | |

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 1 |

## SELF-CHECK

**RVTC**

### Answer Key

b 1. Master sheet

a 2. Protective tissue sheet

c 3. Master set

d 4. Carbon sheet

c 5. Master set

a 6. Protective tissue sheet

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Type and correct spirit masters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the supplies needed and the pocedure for typing a master. | 1. Text: Duplicating Machine Processes, pages 59-64. |
| 2. Type a spirit master according to the instructions of Resource No. 2. | 2. a. Text: Duplicating Machine Processes, Job 3, pages 67-71, steps 1 - 5.<br>b. typewriter<br>c. supplies |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 2 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your work by answering the items below.

All items should receive a "yes" response.

| | YES | NO |
|---|---|---|
| 1. Were all necessary typewriter adjustments made?......... | | |
| 2. Was the master inserted correctly?...................... | | |
| 3. Was the copy typed correctly from the original?......... | | |
| 4. Were there any smudges or fingerprints on the finished material?................................................ | | |

All items should receive a "yes" response. If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 2 |

## ENABLING OBJECTIVE NO. 3

**RVTC**

Run spirit masters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 which explains how to operate a spirit duplicator. | 1. Instruction Sheet enclosed, Running a Master on the Spirit Duplicating Machine. |
| 2. Place master on the spirit duplicator. | 2. a. Spirit duplicator<br>b. Typed master |
| 3. Evaluate your setup by completing the Self-Check. | 3. a. Self-Check enclosed.<br>b. Instructor |
| 4. Evaluate your knowledge of spirit duplicator operation by running five (5) copies, and completing the Self-Check. | 4. a. Spirit duplicator<br>b. Typed master<br>c. Self-Check enclosed. |
| 5. When you think you know how to perform this task, take the Performance Test. | 5. Performance Test for task RE-02 |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 3 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Running a Master on the Spirit Duplicating Machine

1. Review directions in fluid duplicator manual and on machine itself.

2. Turn wick pressure adjustment to "ON".

3. Check fluid tank. If the supply is low, add fluid, using pouring spout attached to spirit fluid can.

4. Put cap back on fluid tank; replace tank in fluid trough, spout down.

5. Set impression roller pressure lever.

6. Move left guide rail on feed table to the mark on the scale corresponding to width of paper you will be using (generally 8½ inches).

7. Load feed table with paper, duplicating side up, against left guide rail on the side and forward to the paper stop.

8. Move right guide rail up against paper stock, then back just a little (about 1/16 inch).

9. Check feed rolls (or wheels). These should be about ¼ inch inside guide rails for feeding paper, 1 inch inside rails for feeding card stock.

10. Adjust backstop on receiving tray to length of paper you will be using.

11. Open cylinder clamp.

12. Slide the master, carbon side up, into the cylinder slot. The scale on the cylinder will indicate the exact placement.

13. Now close the clamp and gently pull the bottom end of the master. This will crease the master at the clamp line and prevent wrinkling.

14. Set the master selector lever according to the length of the master you will be running (11 or 14 inches).

15. Turn on the motor.

| DEPT. | PROG | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 3 |

# INSTRUCTION SHEET

**RVTC**

**PAGE 2 OF 2**

16. Activate feed lever to feed single sheet.

17. Check copy for positioning and make any adjustments required.

18. Bring paper bail into position.

19. Set copy counter.

20. Activate feed lever for continuous feeding of copies.

21. If copy becomes too light (and there is adequate fluid in the tank), increase pressure setting of impression roller.

22. When all but the last 30 copies have been run, lift fluid tank and replace it in the fluid trough with the spout up. This will save fluid.

23. When all copies are run, push feed lever to "OFF" position.

24. Turn off motor.

25. Return wick pressure setting to "OFF".

## Preparing Fluid Duplicating Machine for Overnight Storage

1. Check to be sure that:
    a. Fluid tank is in trough with spout up.
    b. Wick pressure is off.
    c. Impression roller pressure is off.
    d. Motor is off.

2. Clean off all traces of fluid and lint that might have accumulated on wick.

| DEPT | PROG. | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 3 |

# SELF-CHECK

RVTC

## Directions

Evaluate your work by answering the items below.

All items should receive a "yes" response.

| | YES | NO |
|---|---|---|
| 1. Was the fluid tank checked? | ____ | ____ |
| 2. Was the paper centered in the feed tray? | ____ | ____ |
| 3. Was the carbon sheet removed from the master? | ____ | ____ |
| 4. Was the master placed in the cylinder slot according to the scale? | ____ | ____ |
| 5. Was the master selector lever set to the length of the paper? | ____ | ____ |
| 6. Was the counter set for 1 copy? | ____ | ____ |
| 7. Was the paper bail brought into position? | ____ | ____ |

All items should receive a "yes" response. If you receive a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 3 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your work by answering the items below.

All items should receive a "yes" response.

YES NO

1. Were the specific number of copies ran?............... _____ _____
2. Was the fluid tank in an upright position?............ _____ _____
3. Was the feed lever in an "OFF" position?.............. _____ _____
4. Was the motor turned "OFF"?........................... _____ _____
5. Were there no traces of carbon or fluid on the work area or machine?................................. _____ _____
6. Were supplies put away?............................... _____ _____
7. Was the machine covered?.............................. _____ _____

All items should receive a "yes" response. If you receive a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 02 | 3 |

# PERFORMANCE TEST FOR TASK NO. RE-02

**RVTC**

BU-*-RE-02

**TASK:** Type, Correct and Run Spirit Masters

STUDENT'S NAME ______________________ DATE ______________________

**DIRECTIONS TO STUDENT:** In an office situation, you will type, the masters as specified and run ten copies. You will be evaluated for attainment of the task using the items below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED:<br>For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the copy typed correctly from the original?............ | | |
| 2. | Was the spirit duplicator adjusted before running the copies?............ | | |
| 3. | Were the specified number of copies ran?............ | | |
| 4. | There were no smudges or fingerprints on the final copy?............ | | |
| 5. | Was the duplicator left in the "OFF" position?............ | | |
| 6. | Was the work area left clean and the supplies put away?............ | | |
| 7. | Was effective office behavior displayed while performing this task?............ | | |

Score______ ☐ MASTERY ☐ NON-MASTERY ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | | RE | 02 | |

Page 1 of 1

## PERFORMANCE TEST PROBLEM

RVTC

### Directions

You are to type an exact copy of the typed material in the box below, including all four errors but not including the numbers. Correct errors 1, 2, 3, and 4 before removing the master from the typewriter; then, remove the master, sign your name, and run 10 copies.

---

NOTICE TO THE STAFE[1]:

Some members of our group have not been cooperating in claening[2] up after using the duplication machine. It is the responsibility of each of our staff to clean up aftet[3] using one of the machines. [4]This This includes stacking the paper left over and disposing of all spoiled copies.

____________________________________

Student

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Type, Correct, and Run Stencils

**DUTY:** Reproducing Business Records

**PURPOSE:**

Many offices use the stencil duplicator for jobs requiring 50 - 10,000 copies are inexpensive for long runs. However, the reproductions are of lesser quality than offset copies. Since this type of reproduction is important in today's business office, it is necessary that you become proficient at typing, correcting and running stencils.

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7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | RE | 03 | TW-01 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a typewriter, stencil duplicator, stencil with instructions for typing and required supplies,

**YOU WILL:** type, correct and run five copies.

**HOW WELL:** Your performance will be assessed by your instructo using the Performance Test on pages 8-9.

**NOTE:**

**IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.**

## ENABLING OBJECTIVES:

1. Type and correct stencil masters.
2. Run stencil masters.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | RE | 03 |

## ENABLING OBJECTIVE NO. 1

RVTC

Type and correct stencil masters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to define reprographic terms. | 1. Instruction Sheet enclosed, Reprographic Terms |
| 2. Read and view Resource No. 2 to identify the procedures for preparing and duplicating stencils. | 2. a. Text: Clerical Office Procedures, pages 361 - 368.<br>b. Video cassette: Dart No. 1008, "Preparation of the Stencil" |
| 3. Using Resource No. 3, type the illustrated stencil master. | 3. a. LaBelle mind machine<br>b. Typewriter |
| 4. Evaluate your knowledge by completing the Self-Check. | 4. Self-Check enclosed. |
| 5. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | RE | 03 | 1 |

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 1

## Reprographic Terms

Stylus - a sharply pointed instrument used to writer or draw on a stencil.

Cutting a stencil - pushing aside the wax coating on the stencil sheet with a typewriter key, stylers or machine stencil maker.

Stencil - consists of backing sheet, wax coated stencil sheet and plastic film.

Burnisher - any smooth, rounded object used to lightly rub an error before stencil correction fluid is applied.

Stencil correction fluid - liquid stencil coating used to correct errors on stencil.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 03 | 1 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

YES NO

1. Was a model copy typed of the material to be stenciled?. ____ ____
2. Was the typewriter type thoroughly cleaned?............ ____ ____
3. Was ribbon lever adjusted to stencil position?.......... ____ ____
4. Were scales at the top and sides of the stencil used to help position the copy?.................................. ____ ____
5. Were all errors burnished before applying stencil correction fluid?........................................ ____ ____

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 03 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Run stencil masters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the procedures for operating a stencil duplicator. | 1. Text: Clerical Office Procedures, pages 368 - 370. |
| 2. View Resource No. 2 to identify the procedure for operating the A.B. Dick 525 Electric Duplicating machine. | 2. a. Video cassette: Dart No. 1010, "Stencil Duplication: Operating the Machine".<br>b. A.B. Dick 525 Electric Duplicating machine<br>c. Typed stencil |
| 3. Practice running stencil masters by running ten copies on 8½" by 11" paper. | 3. A.B. Dick 525 Electric Duplicating machine |
| 4. Evaluate your work by completing the Self-Check. | 4. Self-Check enclosed. |
| 5. When you think you can perform this task, take the Performance Test. | 5. Performance Test for task RE-03. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | RE | 03 | 2 |

## SELF-CHECK

**RVTC**

### Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was machine checked for ink? | ___ | ___ |
| 2. Was the stencil properly attached? | ___ | ___ |
| 3. Were the specified number of copies run? | ___ | ___ |
| 4. Were duplicated copies clean and free of smudges? | ___ | ___ |
| 5. Was correct duplicating paper used? | ___ | ___ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | RE | 03 | 2 |

# PERFORMANCE TEST FOR TASK NO. RE-03 RVTC

BU-*-RE-03

**TASK:** Type, Correct and Run Stencils

______________________________ ______________
**STUDENT'S NAME** **DATE**

**DIRECTIONS TO STUDENT:** In an office situation, you will type, correct and run five copies of stencil master. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED<br>For successful attainment ALL items must receive a "YES" response | YES | NO |
|---|---|---|---|
| 1. | Were instructions followed for typing stencil?................ | | |
| 2. | Was stencil inserted into typewriter correctly (no wrinkles, aligned properly)?................ | | |
| 3. | Were necessary typewriter adjustments made?................ | | |
| 4. | Was typing within limitation lines?................ | | |
| 5. | Were all errors corrected?................ | | |
| 6. | Was correct paper for duplicating copies used?................ | | |
| 7. | Were duplicated copies clean and free of smears and smudges?................ | | |
| 8. | Were characters on duplicated copies in complete form with uniform density?................ | | |
| 9. | Was typewriter left in normal, off position?................ | | |
| 10. | Was stencil duplicator left in normal, off position?................ | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | RE | 03 | | Page 1 of 1 |

## Directions

Notice to the reprographics cinter[1]:

[2]This This is a reminder that hundreds of copies of typed material can be made in a short tine[3] through the use of stencil duplication. The copies are of better quality than those prepared with hte[4] fluid duplicator and of poorer quality than offset duplicator copies. Illustrations can be traced onto stencil and color can be reproduced in this process. It is hoped that this information will be helpful wehn[5] deciding which method of reproduction to use with each reprographics job.

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-TE-01

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Answer Incoming and Place Outgoing Calls

**DUTY:** Placing Telephone Calls

**PURPOSE:**

Businesses today rely on communication for their existence and on telephone communication for as much as 90 percent of their business transactions. Therefore, it is important that all prospective employees utilize good telephone techniques.

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7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | TE | 01 | |

REVISED :

| | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** answer incoming and place outgoing telephone calls.

**HOW WELL:** You must successfully complete the Written Test.

Your performance will be assessed by your instructor using the Performance Test on pages 18-19.

**NOTE:**

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Identify available telephone services and types of calls.
2. Locate telephone numbers in the telephone directory.
3. Answer incoming telephone calls.
4. Place outgoing telephone calls.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | TE | 01 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify available telephone services and types of calls.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify available telephone services and types of calls. | 1. Text: Clerical Office Procedures, pages 302 - 336; answer all questions under, "Reviewing What You Have Read". |
| 2. Listen and view Resource No. 2. | 2. Films -- "Telephone Techniques for the Secretary" and "Communication Equipment in Modern Business" |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 1 |

[illegible]D-6

## ENABLING OBJECTIVE NO. 2

**RVTC**

Locate telephone numbers in a telephone directory.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read, listen and complete Resource No. 1 explaining how to use a telephone directory. | 1. a. Instruction Sneet enclosed, How To Use a Telephone Directory<br>b. Sound Page - "Telephone Directions", 11.02 - 11.04. |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Complete Exercise No. 1 to locate and record the correct telephone number. | 3. a. Exercise enclosed.<br>b. Telephone directory |
| 4. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

**INSTRUCTION SHEET** **RVTC**

**PAGE 1 OF 3**

## How To Use a Telephone Directory

The primary purpose of a telephone directory is to provide an alphabetical list of those who have telephones and their addresses. However, a directory also gives information about the following:

1. The easiest and quickest way to make a local or long distance call
2. Emergency telephone numbers
3. A guide to the use of telephone services
4. Area code numbers
5. Long distance rates
6. Useful information about the locality

In the front of the directory is an index which tells how it is arranged. Directories are usually divided into three main sections:

1. General introductory pages
2. Alphabetical list of subscribers
3. Yellow pages

Each subscriber is issued a directory annually by the telephone company. The telephone company also provides directories for use with the public telephones. For changes and new listings that are not in the directory, Directory Assistance can give up-to-date information.

### How to Find Numbers in the Telephone Directory

The main section of the directory is an alphabetical list of subscribers. The names are listed in alphabetical order, along with the address. Finding a name in the directory is like finding a word in the dictionary.

Listings of individuals are arranged by surname. Businesses containing a surname are also alphabetized by the name of the individual. For example:

Ashcraft, Michael
Ashcraft Motor Home, Inc.

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

## INSTRUCTION SHEET

**RVTC**

**PAGE** 2 **OF** 3

Listings with the same names are arranged according to street names. Streets with proper names are listed alphabetically and numbered streets are arranged in numerical order. For example:

Ashcraft, M.J. 835 Abbey
Ashcraft, M.J. 509 Hill
Ashcraft, M.J. 109 West Shore

The following steps will help you in looking up a name:

1. Skim through the directory and find the letter with which the last name begins.
2. As if looking up a word in the dictionary, find the first two or three letters of the name you want. When you find the name, look for initials or address to locate the one you want. If you cannot find the name under one spelling, try another. If this fails, it may be for one of the following reasons:
    a. The person has no phone
    b. The person has moved out of town
    c. He has an unlisted number, but has asked that it not be given out to anyone
3. If you do not find the number of the person you want, call the operator. The operator may be able to get the number for you.

Emergency Numbers

These numbers are listed on the inside cover of the directory under "Emergencies". It is a good idea to keep a list of other numbers you may need in an emergency close to the telephone. Then if an emergency occurs, you will be able to call for help quickly.

How To Use the Yellow Pages

The Yellow Pages lists businesses according to products or services. The businesses are listed under easy to find headings such as, "Insurance", "Carpet", etc.

The Yellow Pages can help you in the following ways:

1. Find a product. If you need a new carpeting, you may not know where to buy it. Look in the Yellow Pages under "C", then find the heading "Carpet Dealers". There you will find listed several businesses that sell carpeting.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

2. Find a "Brand Name". Perhaps you want a Briggs and Stratton gasoline engine. You will not find this under "B" for Briggs; instead, look under "E" for "Engines" until you come to the brand Briggs and Stratton.

3. Find a service. Perhaps you need a tree removed. Look under "Tree Service" and you will find all kinds of services listed under this heading.

4. To get additional information about a firm or business. "Let your fingers do the walking" is a popular phrase that is very true. The Yellow Pages can save you time and money in certain instances. You may be able to find out business hours, free estimates, and where to call after hours.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

# SELF-CHECK

## Directions

Evaluate your knowledge of the Telephone Directory by completing the following.

T F 1. Subscribers are listed in the telephone directory in order of their addresses.

T F 2. Telephone directories are issued annually.

T F 3. Unlisted telephone numbers are not in the telephone directory.

T F 4. You may call the operator to help you locate a number.

T F 5. Keep emergency telephone numbers close to the telephone.

T F 6. A "brand name" is listed under the brand in the Yellow Pages.

T F 7. The main purpose of a directory is to provide an alphabetical list of subscribers.

T F 8. If you want to call Marion James, you should look under "M".

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

# SELF-CHECK

**RVTC**

## Answer Key

1. F
2. T
3. T
4. T
5. T
6. F
7. T
8. F

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 2 |

EXERCISE NO. 1

RVTC

## Directions

Using a telephone directory, locate and record telephone numbers for the following.

1. James R. Willingham
2. A store selling Dunlop Tires
3. Post Office on Main Street in Lake Hamilton
4. County Commissioner District No. 4
5. Willie Lee Glover
6. The Hartford Insurance Agency on New Bartow Highway, Lakeland
7. Haines City Ambulance
8. Waverly Fire Department
9. Polk County Civil Defense Headquarters
10. GTE local Business Office for residential customers

Ask your instructor to check your answers.

# ENABLING OBJECTIVE NO. 3

RVTC

Answer incoming telephone calls.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen to Resource No. 1 to identify proper telephone etiquette. | 1. Cassette Tapes - Gregg Secretarial Training Cassettes, tapes 3 and 4 |
| 2. Practice answering incoming calls with another student. | 2. a. Telephone<br>b. Simulated business calls (Teledrama 6, 6A, 10 and 10A)<br>c. Message Forms |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 4. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 3 |

## SELF-CHECK

## RVTC

### Directions

Evaluate your telephone techniques by answering the following.

All items should receive a "yes" response.

YES NO

1. Was the telephone answered promptly and pleasently?____ ____
2. Was the proper identification given?...............____ ____
3. Were the pencil and form conveniently located?.....____ ____
4. Was helpful information given?.....................____ ____
5. Were explanations given effectively?...............____ ____
6. Were leading questions asked?......................____ ____
7. Were inquiries made tactfully?.....................____ ____
8. Was the necessary information recorded correctly?..____ ____
9. Was the information verified(spelling, figures)?...____ ____
10. Were proper techniques used when it was necessary to leave the line?..............................____ ____
11. Was a pleasing impression left at the closing of the call?........................................____ ____
12. Was appreciation expressed at the closing?.........____ ____
13. Was the party certain the call was complete before the receiver was replaced?........................____ ____
14. Was correct grammar used?..........................____ ____
15. Were polite expressions injected?..................____ ____
16. Did you speak directly into the mouthpiece?........____ ____
17. Was a natural tone of voice used?..................____ ____
18. Was the speech clear and distinct?.................____ ____
19. Was a sincere and friendly manner reflected?.......____ ____

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 3 |

## SELF-CHECK

RVTC

20. Was the phone answered with poise and confidence?.....____ ____

21. Was the caller given a feeling of assurance?..........____ ____

22. Did the receiving party act attentive and display personal interest?.....................................____ ____

23. Was the business represented courteously and efficiently?.........................................____ ____

If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

Place outgoing telephone calls.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice placing outgoing telephone calls with another student. | 1. a. Telephone<br>b. Simulated business calls (Teledrama 6, 6A, 10 and 10A) |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can attain this task, take the Written Test. | 3. Written Test for task CO-02. |
| 4. When you successfully complete the Written Test, take the Performance Test. | 4. Performance Test for task CO-02. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 4 |

## SELF-CHECK

**RVTC**

### Directions

Evaluate your telephone techniques by answering the following.

All items should receive a "yes" response.

| | | YES | NO |
|---|---|---|---|
| 1. | Was the telephone number verified before calling?... | ____ | ____ |
| 2. | Was the number dialed carefully after hearing the dial tone?.................................... | ____ | ____ |
| 3. | Was sufficient ringing time allowed?............... | ____ | ____ |
| 4. | Was identification given promptly?................. | ____ | ____ |
| 5. | Were points to be covered anticipated and the necessary references prepared?..................... | ____ | ____ |
| 6. | Was the nature of the call explained clearly and concisely?............................................ | ____ | ____ |
| 7. | Was the information to be recorded given slowly and distinctly?.......................................... | ____ | ____ |
| 8. | Was the information confirmed to assure mutual understanding?..................................... | ____ | ____ |
| 9. | Was appreciation expressed?.......................... | ____ | ____ |
| 10. | Was the purpose of the call accomplished?.......... | ____ | ____ |
| 11. | Was the conversation directed to a close in a prompt, yet tactful manner?....................... | ____ | ____ |
| 12. | Was the receiver replaced gently after the closing remarks?............................................ | ____ | ____ |
| 13. | Did you speak directly and distinctly into the mouthpiece?......................................... | ____ | ____ |
| 14. | Was correct grammar used?............................ | ____ | ____ |
| 15. | Was a pleasing impression created?................. | ____ | ____ |

If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | TE | 01 | 4 |

# WRITTEN TEST FOR TASK NO. TE-02

RVTC

**TASK:** Answer Incoming and Place Outgoing Telephone Calls

BU-*-TE-01

PAGE 1 OF 2

## Directions

The purpose of this test is to determine if you fully understand how to answer incoming and place outgoing telephone calls. To successfully complete this test all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Matching. On the separate Answer Sheet, on the line to the left of each item in Column A write in the letter of the item in Column B that best identifies each item.

DO NOT WRITE ON THIS TEST!

## Matching questions

A

_____ 1. A call in which the person calling a number charges the call to the person he is calling.

_____ 2. A long-distance call made to one particular person for which the caller is not charged until he speaks to that person.

_____ 3. A type of service in which an unlimited number of long-distance calls can be made for a fixed monthly charge.

_____ 4. A long-distance call that is made without the assistance of an operator.

_____ 5. A service to be used by a caller who cannot locate a number in the local telephone directory.

_____ 6. A call made for the police, ambulance, or fire department and for which numbers are listed inside the front cover of the telephone directory.

B

a. area code
b. collect
c. conference
d. credit card
e. DDD
f. directory assistance
g. emergency
h. person-to-person
i. station-to-station
j. WATS

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | TE | 01 |

**WRITTEN TEST FOR TASK NO.** TE-01 **RVTC**

**TASK:** Answer Incoming and Place Outgoing Telephone Calls

**PAGE** 2 **OF** 2

____ 7. A long distance call in which the caller is willing to speak to anyone who answers at that number.

____ 8. A service that allows a businessman to bill calls made from any telephone.

____ 9. The telephone number prefix that is different in each part of the country.

____ 10. A call made to two or more people in different parts of the country at the same time.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | TE | 01 |

# PERFORMANCE TEST FOR TASK NO. TE-01

RVTC

BU-*-TE-01

**TASK:** Answer Incoming and Place Outgoing Telephone Calls

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** You will answer incoming and place outgoing telephone calls. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED: For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| | Incoming Call | | |
| 1. | Was the telephone answered promptly and pleasently?.... | | |
| 2. | Was the proper identification given?.... | | |
| 3. | Were the pencil and form conveniently located?.... | | |
| 4. | Was helpful information given?.... | | |
| 5. | Were explanations given effectively?.... | | |
| 6. | Were leading questions asked?.... | | |
| 7. | Were inquiries made tactfully?.... | | |
| 8. | Was the necessary information recorded correctly?.... | | |
| 9. | Was the information verified(spelling, figures)?.... | | |
| 10. | Were proper techniques used when it was necessary to leave the line?.... | | |
| 11. | Was a pleasing impression left at the closing of the call?.... | | |
| 12. | Was appreciation expressed at the closing?.... | | |
| 13. | Was the party certain the call was complete before the receiver was replaced?.... | | |

☐ MASTERY

Score ______ ☐ NON-MASTERY ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | TE | 01 | |

Page 1 of 2

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# PERFORMANCE TEST FOR TASK NO. TE-01 CONT'D

BU-*-TE-01

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED (CONT'D): | YES | NO |
|---|---|---|---|
| 14. | Was correct grammar used? | | |
| 15. | Were polite expressions injected? | | |
| 16. | Did you speak directly into the mouthpiece? | | |
| 17. | Was a natural tone of voice used? | | |
| 18. | Was the speech clear and distinct? | | |
| 19. | Was a sincere and friendly manner reflected? | | |
| 20. | Was the phone answered with poise and confidence? | | |
| 21. | Was the caller given a feeling of assurance? | | |
| 22. | Did the receiving party act attentive and display personal interest? | | |
| 23. | Was the business represented courteously and efficiently? | | |
| | Outgoing Calls | | |
| 1. | Was the telephone number verified before calling? | | |
| 2. | Was the number dialed carefully after hearing the dial tone? | | |
| 3. | Was sufficient ringing time allowed? | | |
| 4. | Was identification given promptly? | | |
| 5. | Were points to be covered anticipated and the necessary references prepared? | | |
| 6. | Was the nature of the call explained clearly and concisely? | | |
| 7. | Was the information to be recorded given slowly and distinctly? | | |
| 8. | Was the information confirmed to assure mutual understanding? | | |
| 9. | Was appreciation expressed? | | |
| 10. | Was the purpose of the call accomplished? | | |
| 11. | Was the conversation directed to a close in a prompt, yet tactful manner? | | |
| 12. | Was the receiver replaced gently after the closing remarks? | | |
| 13. | Did you speak directly and distinctly into the mouthpiece? | | |
| 14. | Was correct grammar used? | | |
| 15. | Was a pleasing impression created? | | |

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** File and Retrieve Materials

**DUTY:** Filing and Retrieving Business Records

**PURPOSE:**

Filing is the classification, arrangement, and storage of records so that they can be retrieved as needed. With the tremendous volume of correspondence in the business world, an effective office worker must be able to locate needed information quickly and accurately.

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7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | FR | 01 | |

| REVISED : | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a series of names and filing terms,

**YOU WILL:** indicate the proper filing order and define the terms.

**HOW WELL:** You must successfully complete the Written Test.

## ENABLING OBJECTIVES:

1. File correspondence alphabetically.
2. File correspondence geographically.
3. Cross-reference correspondence.
4. File numerically.
5. Index, cross-reference, code, sort and file correspondence alphabetically.
6. Index, code, sort and file using the subject system.
7. Index, code, sort and file special names.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | FR | 01 |

# ENABLING OBJECTIVE NO. 1

RVTC

File correspondence alphabetically.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the fundamentals of filing and assemble the practice set. | 1. Text: Gregg Quick Filing Practice, pages 1 - 7. |
| 2. Read and complete Resource No. 2 to identify alphabetic filing of individual names. | 2. Text: Gregg Quick Filing Practice, pages 8 - 15, exercise 7. |
| 3. Evaluate your knowledge of alphabetic filing by completing the Self-Check. | 3. a. Text: Gregg Quick Filing Practice, page 15, exercise 8.<br>b. Instructor |
| 4. Read and complete Resource No. 4 to identify alphabetic filing of business names. | 4. Text: Gregg Quick Filing Practice, pages 15 - 19, exercise 12. |
| 5. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 1 |

# ENABLING OBJECTIVE NO. 2

RVTC

File correspondence geographically.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify the steps in geographic filing.
2. Evaluate your knowledge of geographic filing by completing the Self-Check.
3. Go on to Enabling Objective No. 3.

## RESOURCES

1. Text: Gregg Quick Filing Practice, exercise 13, pages 19 and 20.
2. Text: Gregg Quick Filing Practice, page 20, cards 91 - 100.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 2 |

## ENABLING OBJECTIVE NO. 3

RVTC

Cross-reference correspondence.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify the steps in cross-reference filing. | 1. Text: Gregg Quick Filing Practice, exercise 14 page 21 and exercise 15 page 22. |
| 2. Evaluate your knowledge of filing by completing the Self-Check. | 2. a. Text: Gregg Quick Filing Practice, exercise 16.<br>b. Instructor |
| 3. Go on to Enabling Objective No. 4. | |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

File numerically.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify the steps in numeric filing.
2. Evaluate your knowledge of numeric filing by completing the Self-Check.
3. Go on to Enabling Objective No. 5.

## RESOURCES

1. Text: Gregg Quick Filing Practice, page 22 - exercise 18, page 25.
2. a. Text: Gregg Quick Filing Practice, exercise 19, page 25.
   b. Instructor

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 4 |

## ENABLING OBJECTIVE NO. 5

RVTC

Index, cross-reference, code, sort and file correspondence alphabetically.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the procedure for correspondence filing. | 1. Text: Gregg Quick Filing Practice, pages 25 - 32. |
| 2. Evaluate your knowledge by completing the Self-Check. | 2. a. Text: Gregg Quick Filing Practice, page 33 - exercise 23, page 36.<br>b. Instructor |
| 3. Go on to Enabling Objective No. 6. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 5 |

## ENABLING OBJECTIVE NO. 6

RVTC

Index, code, sort and file using the subject system.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify the steps in subject correspondence filing.
2. Evaluate your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 7.

## RESOURCES

1. Text: Gregg Quick Filing Practice, pages 36 - 41.
2. a. Text: Gregg Quick Filing Practice, exercise 27, page 42.
   b. Instructor

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 6 |

# ENABLING OBJECTIVE NO. 7

RVTC

Index, code, sort and file special names.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify special names. | 1. Text: Gregg Quick Filing Practice, exercise 28, page 42 and exercise 32, page 46. |
| 2. Evaluate your knowledge of filing special names by completing the Self-Check. | 2. a. Text: Gregg Quick Filing Practice, exercise 33, page 46.<br>b. Instructor |
| 3. Read Resource No. 1 to review filing terms and procedures. | 3. Instuction Sheet enclosed, Filing Terms |
| 4 Evaluate your knowledge of filing terms and procedures by completing the Self-Check. | 4. a. Self-Check enclosed<br>b. Text: Gregg Quick Filing Practice, exercise 34, page 46.<br>c. Instructor. |
| 5. When you think you can attain this task, take the Written Test. | 5. Obtain the Written Test for task FR-01 from the Gregg Quick Filing Practice, exercise 35, page 66. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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| BU | * | FR | 01 | 7 |

**INSTRUCTION SHEET** | **RVTC**

**PAGE 1 OF 1**

## Filing Terms

1. Alphabetizing -- system in which records are filed by company or person.
2. Caption -- heading under which a record is filed.
3. Chronological -- order of records in a subject folder.
4. Coding -- marking correspondence with filing caption.
5. Cross-reference -- a notation that a paper is filed elsewhere.
6. Filing -- the logical organization and storage of papers.
7. Indexing -- selecting the caption under which a record is to be filed.
9. Individual -- alphabetic file folder for correspondence to or from one company or person.
10. Inspecting -- checking correspondence for release initials.
11. Release -- mark on correspondence that indicates approval for filing.
12. Sorting -- arranging papers in proper sequence before they are stored.
13. Storing -- placing papers in a folder.
14. Subject -- system in which records are filed by topic.
15. Unit -- each part of a name used in indexing.
16. Vertical filing -- storing records on edge.

*Adapted from Gregg Quick Filing Practice, Second Edition

| DEPT | PROG | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 6 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge by completing the items below.

On the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each item.

**A**

_____ 1. System in which records are filed by topic.

_____ 2. Container for filed correspondence.

_____ 3. Arranging papers in proper sequence before they are stored.

_____ 4. Heading under which a record is filed.

_____ 5. Mark on correspondence that indicates approval for filing.

_____ 6. Checking correspondence for release initials.

_____ 7. System in which records are filed by company or person.

_____ 8. A notation that a paper is filed elsewhere.

_____ 9. Each part of a name used in indexing.

**B**

a. alphabetizing
b. caption
c. cross-reference
d. filing
e. folder
f. indexing
g. inspecting
h. release
i. sorting
j. storing
k. subject
l. unit

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 6 |

## SELF-CHECK

**RVTC**

### Answer Key

k 1. subject

e 2. folder

i 3. sorting

b 4. caption

h 5. release

g 6. inspecting

a 7. alphabetizing

c 8. cross-reference

l 9. unit

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 01 | 6 |

DRAFT COPY

BU-*-FR-02

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

**BUSINESS EDUCATION**

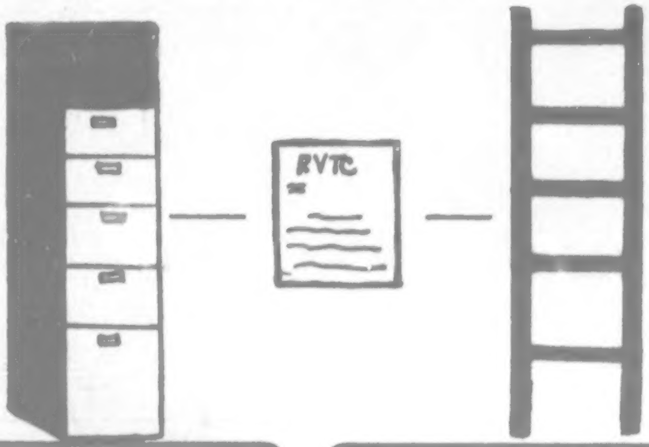
## A STUDENT LEARNING GUIDE

**TASK:** Describe Specialized Filing and Storage Systems

**DUTY:** Filing and Retrieving Business Records

**PURPOSE:**

Office correspondence is kept because the information is needed. Various filing systems are developed to handle correspondence efficiently. An effective office worker is familiar with the supplementary filing systems.



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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
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# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** describe uses of supplementary files and methods used in storage and retrieval of correspondence.

**HOW WELL:** You must successfully complete the Written Test.

## ENABLING OBJECTIVES:

1. Describe uses of supplementary files.
2. Describe methods used in storage and retrieval correspondence.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
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## ENABLING OBJECTIVE NO. 1

**RVTC**

Describe uses of supplementary files.

## LEARNING STEPS

1. Read Resource No. 1 to identify uses of supplementary files.
2. Read Resource No. 2 to identify supplementary files.
3. Evaluate your knowledge by completing the Self-Check.
4. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Clerical Office Procedures, pages 243-278.
2. Instruction Sheet enclosed, Supplementary Files
3. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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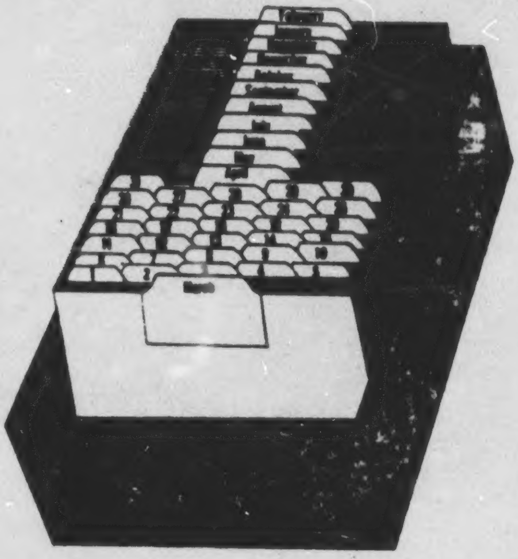
## Supplementary Files

TICKLER FILE



This file is always arranged by date (chronologically). It may be in the form of a card file or a file with folders. It is used to remind one that something is to be taken care of on a certain day. It "tickles" the memory. As you can see by the illustration, it consists of 12 guides containing the months of the year on the tabs and 31 guides with tabs printed with 1 through 31 for days of the month.

| DEPT | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 2 OF 3

## INDEX CARD CONTROL

This is an alphabetic index for a subject or alphabetic file. It can serve as a quick review of subjects when trying to find the correct heading under which correspondence is stored, or when one needs to chose a new heading.

### Alphabetic Cross-Reference Card

| TEBCO Manufacturing Company | 219 |
|---|---|
| 321 Tom Eppley Boulevard<br>Disco, Illinois 62330 | |

### Subject Cross-Reference Card

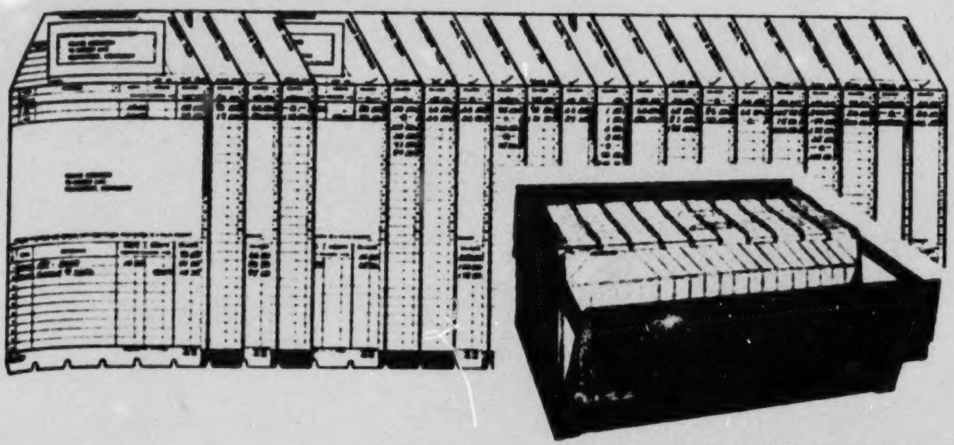
| Auto Electric Wholesale | 219 |
|---|---|
| TEBCO Manufacturing Company<br>321 Tom Eppley Boulevard<br>Disco, Illinois 62330 | |

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 1 |

PAGE 3 OF 3

### CARD FILE

This is a supplementary file that is necessary in the subject, numeric and the geographic filing systems for cross-reference purposes. The standard sizes are 5" x 3", 6" x 4", or 8" x 5". The cards are filed vertically in drawers or boxes, or they may be placed in trays so a portion of the card is exposed. An example of a type of card file is shown below:



*Acme Visible Records*

Vertical-Visible Card File

| | | | | |
|---|---|---|---|---|
| DEPT. | PROG | DUTY | TASK | EN OBJ. |
| BU | * | FR | 02 | 1 |

# SELF-CHECK

RVTC

## Directions

Evaluate your mastery of the terms used in the use of supplementary filing systems by completing the following items.

On the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each definition given in Column A. The items in Column B may be used more than once.

A

_____ 1. A file frequently used with a subject file.

_____ 2. A file that should be checked daily so that proper action can be taken at the right time.

_____ 3. This file is always arranged by date.

_____ 4. This file is used when try-to find under what heading a correspondence is stored.

_____ 5. A portion of the card may be exposed.

_____ 6. Serves as an alphabetic index for subject of alphabetic files.

B

a. index card control

b. card file

c. tickler file

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 1 |

# SELF-CHECK

**RVTC**

## Answer Key

b 1. card file

c 2. tickler file

c 3. tickler file

a 4. index card control

b 5. card file

a 6. index card control

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 1 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Describe methods used in storage and retrieval correspondence.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify methods used in storage and retrieval. | 1. Instruction Sheet enclosed, Storage and Retrieval |
| 2. Practice using methods of storage and retrieval by completing Resource No. 2. | 2. Preview, Florida VIEW, in the Media Center. Take notes on 3 jobs in your chosen occupational field, and 2 jobs from other occupational fields.<br>a. Media Center<br>b. Instructor |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. When you think you can attain this task, take the Written Test. | 4. Written Test for task FR-02. |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 2 |

# INSTRUCTION SHEET

**RVTC**

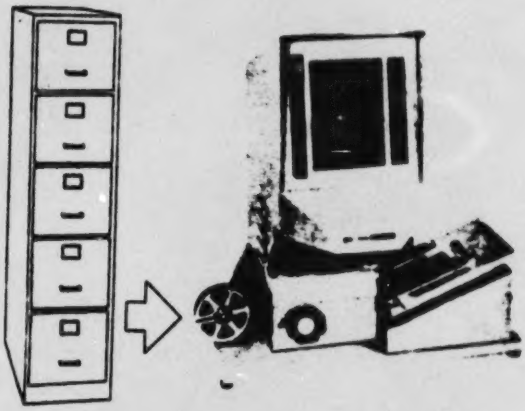
PAGE 1 OF 3

## Storage and Retrieval

### MICROFILMING

Microfiliming is photographic copying process which reduces the size of correspondence to a miniature size. An 8½ by 11 sheet of paper can be reduced to two percent of its original size. Once the correspondence is reduced a special machine called a reader-printer is used to view the material. There are many advantages to microfilming:

1. Space Saving. 3,000 letter-size documents can be placed on a 100 foot role of microfilm.
2. Filing Accuracy. All items are in sequence and cannot be misfiled.
3. Retrieval. Correspondence can be located within a few seconds while a person is using the reader-printer.
4. Security. Copies can be made and stored in a different location easily.
5. Duplication. Copies are inexpensive to make and of good quality.



A single role of microfilm contains the same number of documents as a five-drawer file cabinet.

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 2 |

**INSTRUCTION SHEET** **RVTC**

PAGE 2 OF 3

## TRANSFER

The procedure of moving inactive records is known as transferring. Correspondence that is used frequently should be retained in active storage. Only correspondence used infrequently should be moved to transfer cases. Each folder that is to be moved should be stamped TRANSFER FILE to prevent it from being returned to active files.

The transferring of records takes time and requires a space to place the records. There are two methods of transfer:

> Perpetual Method: a constant transfer of records from active to inactive files
>
> Periodic Method: materials are moved only at certain times throughout the year

The records center is where correspondence is stored that is no longer needed for daily reference. The records must be accurately indexed so they may be located if needed. Correspondence is usually housed floor to ceiling.

| DEPT. | PROG | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 2 |

## RETENTION

How long to keep these records? That is the question. Because of the growing volume of paper work, it is necessary to destroy records at some point in time. Many firms have set up record retention schedules which identifies the retention value of every type of record created or received by their firm. In this way, useless records do not end up occupying valuable floor space.

The following factors affect the retention period of business records:

1. Legal requirements (federal, state, and local)
2. Office use (those records needed to operate on a daily basis)
3. Historical documents
4. Vital records

It is difficult to adopt a retention schedule. An organiztion must study the records requirements necessary for their particular firm, and legal counsel should be sought.

The methods used to destroy records vary from burning to shredding. Sometimes the paper is donated to agencies. Records with a confidential content are carefully shredded.

## SELF-CHECK

## RVTC

Directions

Evaluate your mastery of the terms used in storage and retrieval by completing the following items.

On the line to the left of each item in Column A, write in the letter of the item in Column B that best identifies each definition given in Column A. The items in Column B. may be used more than once

A

___ 1. A time plan established which identifies the retention value of every type of record created or received by an organization.

___ 2. A plan adopted for removing inactive documents from the active files.

___ 3. Various processes of photographically reproducing information onto some type of film.

___ 4. The name of the stamp used to stamp folders that should not be returned to active files.

___ 5. Perpetual method of moving files from active to inactive files.

B

a. transfer file

b. transfer

c. micrographics

d. record retention schedule

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 2 |

# SELF-CHECK

RVTC

## Answer Key

d 1. record retention schedule

b 2. transfer

c 3. micrographics

a 4. transfer file

b 5. transfer

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | FR | 02 | 2 |

# WRITTEN TEST FOR TASK NO. FR-02

RVTC

BU-*-FR-02

| | |
|---|---|
| **TASK:** | Describe Specialized Filing and Storage Systems |

PAGE 1 OF 1

## Directions

The purpose of this test is to determine ul you fully understand how to describe specialized filing and starage systems. To successfully complete this test, all items must be ansered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet,circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

## True-False questions

1. The retention schedule adopted by an organization depends solely on government regulations.
2. A card file is a supplementary file used in the numeric filing system.
3. In terminal digit filing numbers are read left to right.
4. Magnetic tapes and disks hold more information in less space than punched cards.
5. A tickler file is arranged alphabetically.
6. Alphabetic cross-referencing serves as a quick review of subjects when trying to find the heading under which a correspondence is stored.
7. All documents should be microfilmed.
8. Three thousand letter size documents can be placed on a 10 foot roll of microfilm.
9. The term hard copy refers to a photocopy of the material on microfilm.
10. In the periodic method of transfer, correspondence is moved at certain times during the year.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | FR | 02 |

# WRITTEN TEST FOR TASK NO. FR-02

**RVTC**

**TASK:** Describe Specialized Filing and Storage Systems

BU-*-FR-02

ANSWER KEY

**PAGE** 1 **OF** 1

Multiple Choice questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

True-False questions

T [✓ F] 1.
[✓ T] F 2.
[✓ T] F 3.
[✓ T] F 4.
T [✓ F] 5.
[✓ T] F 6.
T [✓ F] 7.
T [✓ F] 8.
[✓ T] F 9.
[✓ T] F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
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____23.
____24.
____25.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | FR | 02 |

BU-*-BL-01

RIDGE VOTECH CENTER

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

P.O. BOX 1537
HAINES CITY, FLORIDA

## A STUDENT LEARNING GUIDE

**TASK:** Classify Crimes and Torts

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

Every person is influenced at times by the law. An effective employee understands ones responsibility and liability for crimes and torts.

| DEPT. | PROG. | DUTY | TASK | PREREQ. |
|---|---|---|---|---|
| BU | * | BL | 01 | |

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## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** classify crimes and torts.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Define the importance of law.
2. Describe the enforcement of law.
3. Define crimes and torts.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

# ENABLING OBJECTIVE NO. 1

RVTC

Define the importance of law.

## LEARNING STEPS

1. Listen and view Resource No. 1 as an introduction to the law.
2. Read Resource No. 2 to identify the importance of law.
3. As a Self-Check, complete Resource No. 3. Have the office assistant check your work. Repeat the reading in Resource No. 2 for those items that were incorrect.
4. Go on to Enabling Objective No. 2.

## RESOURCES

1. Audio visual: Applied Business Law, Volume 1, "The Law".
2. Text: Business Law/30, 2nd Edition, pages 2 - 5.
3. Text: Business Law/30, 2nd Edition, pages 127 - 128.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 01 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Describe the enforcement of law.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the enforcement of the law. | 1. Text: Business Law/30, 2nd Edition, pages 129 - 130. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, pages 129 - 130. |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 01 | 2 |

# ENABLING OBJECTIVE NO. 3

RVTC

Define crimes and torts.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify crimes and torts. | 1. Text: Business Law/30, 2nd Edition, pages 9 - 15. |
| 2. Read Resource No. 2 to identify rights of an accused person. | 2. Instruction Sheet enclosed, Rights of an Accused Person |
| 3. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect. | 3. Text: Business Law/30, 2nd Edition, pages 131 - 143. |
| 4. When you think you can attain this task, take the Written Test. | 4. Written Test for task BL-01. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 01 | 3 |

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 1

## Rights of an Accused Person

No arrest without probable cause.

Equal protection of the laws.

Due process upon being arrested.

- To be advised of the rights to remain silent, to speak but that anything said may be held against the accused, to have an attorney present before speaking, to make a limited number of telephone calls.
- No forced confession.

Due process after being arrested and booked.

- To reasonable treatment and protection while in custody.
- To be informed of the charges.
- To be represented by an attorney, and if indigent (with insufficient financial means) to have one appointed by the court, or to defend oneself.
- No excessive bail.
- To have a preliminary hearing on whether there is enough evidence for a trial.
- To have a fair hearing and defend oneself.
- To be informed of the date of the trial.

A speedy and public trial.

A fair and impartial trial.

- To be tried by a just and unbiased judge.
- To appear in person.
- To have an impartial jury.
- To require witnesses to appear and testify.
- To confront adverse witnesses and cross-examine them.
- To be heard in person if desired and to refrain from being a witness against oneself.
- No double jeopardy.
- No cruel or unusual punishment if convicted.
- To appeal conviction to a higher court to correct errors in the trial.

*Adapted from: Applied Business Law, Eleventh Edition, South-Western Publishing Company, 1977, page 95.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | BL | 01 | 3 |

# WRITTEN TEST FOR TASK NO. BL-01

RVTC

BU-*-BL-01

**TASK:** Classify Crimes and Torts

PAGE 1 OF 5

## Directions

The purpose of this test is to determine if you fully understand how to classify crimes and torts. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. In the United States, the principles and ideals guarding our individual liberty and freedom are presented in:
    - a. the decisions of the courts.
    - b. the Federal Constitution.
    - c. common law.
    - d. a and c above.
2. The express powers of the Constitution are those that:
    - a. are specifically stated in the Constitution.
    - b. deal primarily with express mail service.
    - c. are concerned with treaties with other nations.
    - d. none of the above.
3. The implied powers of the Constitution are determined by the:
    - a. president and congress.
    - b. state legislatures.
    - c. interpretation of the courts.
    - d. b and c above.
4. Each state constitution provides for a legislature that:
    - a. represents the people and has the powers to enact laws.
    - b. has the authority to regulate interstate commerce.
    - c. approves laws passed by the Federal Congress.
    - d. all of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

# WRITTEN TEST FOR TASK NO. BL-01

RVTC

**TASK:** Classify Crimes and Torts

5. Statutes are laws passed by:
    - a. federal, state, and local lawmaking bodies.
    - b. the Supreme Court.
    - c. the old English courts.
    - d. a and b above.

6. Written law is the entire body of law that:
    - a. is presented in law books.
    - b. consists of constitutions and statutes.
    - c. deals with written works that can be protected by copyright.
    - d. a and b above.

7. The common law that has been used in this country since the colonial period is based on:
    - a. the decisions of English courts.
    - b. French civil law.
    - c. Roman civil law.
    - d. Greek civil law.

8. When there is no federal or state statute covering a matter in dispute, the courts generally follow the principles of:
    - a. French civil law.
    - b. Roman law.
    - c. English common law.
    - d. Greek civil law.

9. The purpose of the Uniform Commercial Code is to provide:
    - a. uniform laws for all states in the regulation of business transactions.
    - b. regulations to be followed in the sale of uniforms.
    - c. laws to regulate international business transactions.
    - d. none of the above.

10. Criminal law is the special area of law that is concerned with:
    - a. contracts, property, and torts.
    - b. acts against society.
    - c. the Federal Constitution.
    - d. local legislation.

# WRITTEN TEST FOR TASK NO. BL-01

RVTC

**TASK:** Classify Crimes and Torts

PAGE 3 OF 5

11. Moral law is concerned with:
    - a. practices that affect a person's morals.
    - b. the evaluation of the morality of existing laws.
    - c. the obligation a person has to other people.
    - d. a and c above.

12. A tort is the violation of the rights of:
    - a. a particular person.
    - b. society in general.
    - c. the federal government.
    - d. all of the above.

13. A crime is the violation of the rights of:
    - a. a particular person.
    - b. the state government.
    - c. society in general.
    - d. none of the above.

14. Tort law is concerned with:
    - a. compensation for losses suffered by the injured party.
    - b. the determination of the guilt of the accused.
    - c. the punishment of the wrongdoer.
    - d. a and b above.

15. When a person, through carelessness, causes injury to another person or damage to his or her property, the injured party:
    - a. can sue for damages.
    - b. is without recourse.
    - c. can demand the arrest of the careless person.
    - d. can arrest the careless person.

16. Making false oral statements that damage another person is the tort of:
    - a. libel.
    - b. treason.
    - c. slander.
    - d. felony.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

**WRITTEN TEST FOR TASK NO.** BL-01 **RVTC**

| **TASK:** | Classify Crimes and Torts |
|---|---|

**PAGE** 4 **OF** 5

17. Making false written statements that damage another person is the tort of:
    a. libel.
    b. fraud.
    c. slander.
    d. felony.

18. The purpose of criminal law is to:
    a. compensate the injured party for his or her losses.
    b. punish the wrongdoer and discourage repeated offenses or similar acts by others.
    c. establish precedents for later enforcement of the law.
    d. a and b above.

19. Carelessness or recklessness that is sufficient to cause unreasonable risk of harm is:
    a. negligence.
    b. defamation.
    c. liability.
    d. criminal activity.

20. The state or condition of being responsible for a wrong or injury is known as:
    a. negligence.
    b. criminal activity.
    c. liability.
    d. defamation.

21. A felony is a crime against society that is:
    a. not serious and punishable by a fine.
    b. not punishable.
    c. serious and usually punishable by imprisonment.
    d. all of the above.

22. A misdemeanor is a crime against society that is:
    a. less serious than a felony and punishable by a fine.
    b. not punishable.
    c. more serious than a felony and usually punishable by imprisonment.
    d. none of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

# WRITTEN TEST FOR TASK NO. BL-01

**RVTC**

**TASK:** Classify Crimes and Torts

PAGE 5 OF 5

23. Government administrative agencies have been established because:
    - a. statutes and common law do not apply to businesses.
    - b. specific laws regulating business need to be enforced.
    - c. business has demonstrated an unwillingness to obey the law.
    - d. b and c above.

24. The regulation of business by administrative agencies has the advantage of:
    - a. providing more impartial enforcement of law.
    - b. relieving the regular courts from having to enforce highly technical regulations.
    - c. providing greater protection for the consumer.
    - d. all of the above.

25. Decisions of administrative agencies may be appealed through:
    - a. federal appeals courts.
    - b. the United States Supreme Court.
    - c. magistrate courts.
    - d. a and b above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

# WRITTEN TEST FOR TASK NO. BL-01

**RVTC**

**TASK:** Classify Crimes and Torts

**PAGE** 1 **OF** 1

ANSWER KEY

Multiple Choice questions

b 1.
a 2.
c 3.
a 4.
a 5.
b 6.
a 7.
c 8.
a 9.
b 10.
c 11.
a 12.
c 13.
a 14.
a 15.
c 16.
a 17.
b 18.
a 19.
c 20.
c 21.
a 22.
b 23.
b 24.
a 25.

True-False questions

T F 1.
T F 2.
T F 3.
T F 4.
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T F 6.
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T F 24.
T F 25.

Matching questions

____1.
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| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 01 |

BU-*-BL-02

RIDGE VOTECH CENTER

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

P.O. BOX 1537
HAINES CITY, FLORIDA

## A STUDENT LEARNING GUIDE

**TASK:** Identify Elements of Contracts

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

All employees enter into contracts at some time or another. It is almost impossible to conduct a business without contracts. An understanding of contracts will help to avoid errors personally and on the job.

| DEPT. | PROG. | DUTY | TASK | PREREQ. |
|---|---|---|---|---|
| BU | * | BL | 02 | BL-01 |

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# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** identify elements of contracts.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**
**IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.**

## ENABLING OBJECTIVES:

1. Identify contracts.
2. Demonstrate knowledge of competent parties.
3. Define mutual agreement.
4. Describe the legal purpose of contracts.
5. List characteristics of consideration.
6. Identify which contracts should be written.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 02 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify contracts.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen and view Resource No. 1 as an introduction to contracts. | 1. Audio visual: Applied Business Law, Volume 1, "Contracts Part 1." |
| 2. Read Resource No. 2 to prevent legal difficulties when entering into a contract. | 2. Instruction Sheet enclosed, When You Enter Into a Contract |
| 3. Read Resource No. 3 to identify the aspects of contracts. | 3. Text: Business Law/30, 2nd Edition, pages 18 - 23. |
| 4. As a Self-Check, complete Resource No. 4. Have the office assistant check your work. Repeat Learning Step 1 or 2 for those items that were incorrect. | 4. Text: Business Law/30, 2nd Edition, pages 135 - 140. |
| 5. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## When You Enter Into a Contract

1. Retain a copy of any documents you sign. If you are the offeror, keep a copy of any written offer you make. As a reminder, make informal notes on details of important oral offers and agreements.

2. Be sure that the terms of the offer and acceptance are sufficiently clear and complete. Vague or incomplete terms may mean confusion and possibly lead to legal action. Courts will not enforce an agreement if they cannot determine the intent of the parties.

3. Remember that an offer must normally be accepted in the exact form in which it was made, and in the time or manner specified. If it is not, the offer is terminated.

4. Arrange for an option contract if you want to be assured that an offer will be kept open for a specific length of time.

5. If you wish to withdraw an offer, remember the withdrawal or revocation is not effective in most states until it has been received by the offeree.

6. To have evidence of proper mailing of the acceptance of an offer, send it by certified or registered mail with return reply requested. A carbon copy of a letter supported by testimony of proper posting of the original (with correct address and sufficient postage) may be sufficient proof of acceptance of an offer made by mail.

*Adapted from: Applied Business Law, Eleventh Edition, Fisk and Mietus, South-Western Publishing Company, 1977, page 143.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 1 |

# ENABLING OBJECTIVE NO. 2

RVTC

Demonstrate knowledge of competent parties.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify competent parties. | 1. Text: Business Law/30, 2nd Edition, pages 24 - 28. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, pages 141 - 144. |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 2 |

## ENABLING OBJECTIVE NO. 3

RVTC

Define mutual agreement.

### LEARNING STEPS

1. Read Resource No. 1 to define mutual agreement.
2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect.
3. Go on to Enabling Objective No. 4.

### RESOURCES

1. Text: Business Law/30, 2nd Edition, pages 28 - 35.
2. Text: Business Law/30, 2nd Edition, pages 145 - 150.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | [illegible] | 02 | 3 |

# ENABLING OBJECTIVE NO. 4

RVTC

Describe the legal purpose of contracts.

## LEARNING STEPS

1. Read Resource No. 1 to identify the legal purpose of contracts.
2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect.
3. Go on to Enabling Objective No. 5.

## RESOURCES

1. Text: Business Law/30, 2nd Edition, pages 36 - 42.
2. Text: Business Law/30, 2nd Edition, pages 151 - 156.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 4 |

# ENABLING OBJECTIVE NO. 5

RVTC

List characteristics of consideration.

## LEARNING STEPS

1. Read Resource No. 1 to identify consideration.
2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect.
3. Go on to Enabling Objective No. 6.

## RESOURCES

1. Text: Business Law/30, 2nd Edition, pages 157 - 160.
2. Text: Business Law/30, 2nd Edition, pages 157 - 160.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 5 |

## ENABLING OBJECTIVE NO. 6

RVTC

Identify which contracts should be written.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the types of contracts that should be in writing. | 1. Text: Business Law/30, 2nd Edition, pages 45 - 48. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat the reading in Resource No. 1 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, pages 161 - 164. |
| 3. When you think you can attain this task, take the Written Test. | 3. Written Test for task BL -02. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 02 | 6 |

# WRITTEN TEST FOR TASK NO. BL-02

**RVTC**

**TASK:** Identify Elements of Contracts

Bu-*-BL-02

## Directions

PAGE 1 OF 3

The purpose of this test is to determine if you fully understand how to identify elements of contracts. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. A contract requires that:
   a. each party has a clear understanding.
   b. one party has a clear understanding.
   c. each party has a general notion of the contract provisions.
   d. all of the above.

2. For a contract to be enforceable its purpose:
   a. must not violate the law.
   b. may sometimes be illegal.
   c. may violate the law if it is witnessed by an officer of the law.
   d. b and c above.

3. The element of consideration in a contract refers to:
   a. competence of the parties.
   b. purpose of the contract.
   c. parties exchange of promises.
   d. all of the above.

4. The element of proper form in a contract refers to:
   a. the requirement of written form.
   b. the legal wording of the contract.
   c. the actual legal forms.
   d. a and b above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 02 |

## WRITTEN TEST FOR TASK NO. BL-02

RVTC

**TASK:** Identify Elements of Contracts

BU-*-BL-02

PAGE 2 OF 3

5. The law requires that the form or language used in a contract be:
   - a. standard legal words.
   - b. clearly expressed and understandable.
   - c. understandable by lawyers and judges.
   - d. b and c.

6. The meaning of an implied contract is drawn from the:
   - a. actions of the parties.
   - b. interpretations of a written contract.
   - c. interpretations of an oral contract.
   - d. all of the above.

7. Agreements that result in legally enforceable contracts are:
   - a. void.
   - b. valid.
   - c. voidable.
   - d. proposition.

8. The legal term describing a proposal made by one party to another is a/an:
   - a. rejection.
   - b. offer.
   - c. proposition.
   - d. void.

9. In a contract between a minor and a legally competent person, the privilege of disaffirmance, or avoidance, can be exercised by:
   - a. either party.
   - b. the legally competent party.
   - c. the minor.
   - d. both parties.

10. The law that protects minors from their contractual commitments:
    - a. also prevents them from entering into contracts for necessaries.
    - b. allows contracts for necessaries.
    - c. was changed by a recent act of Congress.
    - d. a and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 02 |

**WRITTEN TEST FOR TASK NO.** BL-02 **RVTC**

BU-*-BL-02

**TASK:** Identify Elements of Contracts

**PAGE** 3 **OF** 3

11. The promises exchanged by the parties to a contract and actual benefit enjoyed and detriment suffered constitute:
    a. the acceptance of the contract.
    b. consideration.
    c. duress.
    d. none of the above.

12. In the case of contracts that are unfair or lack adequacy of consideration, the courts will:
    a. generally not attempt to judge whether a contract is fair.
    b. always insist on fairness.
    c. never become involved.
    d. a and c above.

13. A promise of inaction or forbearance can be regarded as:
    a. valid consideration.
    b. an unenforceable promise.
    c. avoidable consideration.
    d. a and c above.

14. A promise to do what one is already required to do, whether by contract or by law, is:
    a. valid consideration - promise of affirmation.
    b. not valid consideration - barren promise.
    c. voidable consideration - probable promise.
    d. all of the above.

15. Agreements that are contrary to common law, violate statute laws, or are against the security and welfare of the general public have one thing in common, they are all:
    a. voidable.
    b. void.
    c. valid.
    d. an unenforceable promise.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 02 |

BU-*-BL-03

RIDGE VOTECH CENTER

BUSINESS EDUCATION

# RIDGE

## VO-TECH CENTER

P.O. BOX 1537
HAINES CITY, FLORIDA

## A STUDENT LEARNING GUIDE

**TASK:** Transfer and Discharge Contracts

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

Sometimes you may wish to trnasfer your rights to a contract to another person. Or you may wish to terminate your contractual obligation. A knowledge of how to transfer or discharge a contract can prevent legal difficulties.

| DEPT. | PROG. | DUTY | TASK | PREREQ. |
|---|---|---|---|---|
| BU | * | BL | 03 | BL-02 |

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## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** transfer and discharge contracts.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Transfer contracts.
2. Discharge contracts.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

## ENABLING OBJECTIVE NO. 1

RVTC

Transfer contracts.

## LEARNING STEPS

1. Listen and view Resource No. 1 as an introduction to the transfer and discharge of contracts.
2. Read Resource No. 2 to identify the operation and transfer of contracts.
3. As a Self-Check, complete Resource No. 3. Have the office assistant check your work. Repeat Learning Step 1 or 2 for those items that were incorrect.
4. Go on to Enabling Objective No. 2.

## RESOURCES

1. Audio visual: Applied Business Law, Volume I, "Contracts Part 2."
2. Text: Business Law/30, 2nd Edition, pages 50 - 53.
3. Text: Business Law/30, 2nd Edition, pages 165 - 168.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 03 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Discharge contracts.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the process of discharging contracts. | 1. Text: Business Law/30, 2nd Edition, pages 53 - 58. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat Learning Step 2 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, pages 169 - 174. |
| 3. Read Resource No. 3 to review transfer and discharge of contracts. | 3. Instruction Sheet enclosed, Transfer and Discharge |
| 4. When you think you can attain this task, take the Written Test. | 4. Written Test for task BL-03. |

| DEPT. | [illegible] | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | [illegible] | BL | 03 | 2 |

INSTRUCTION SHEET RVTC

PAGE 1 OF 1

## Transfer and Discharge

1. A party may generally assign rights under a contract as long as the performance will not be materially altered by assignment. One's contractual duties or obligations are not relieved by making an assignment. Duties may, however, be delegated when they do not involve personal judgement or skill, as with artists and professional experts. The original party remains liable for proper performance.

2. Ordinarily, an assignment may be oral or written.

3. An assignee acquires only such rights as the assignor has under the contract.

4. Until notification of assignment is received, the obligor is justified in believing that performance must be made to the original contracting party.

5. A contract is ordinarily discharged by performance. A breach of contract by one party may allow the other party to consider his or her obligation as discharged.

6. Discharge by agreement of the parties may be accomplished by: (a) including provisions for termination in the contract, (b) rescinding or canceling the existing contract, (c) substituting a new contract, or (d) making an accord and satisfaction.

7. Difficulty or impossibility of performance generally does not relieve a promisor of the obligation. However contractual duties may be discharged because of impossibility when: (a) the subject matter is destroyed, (b) a change in the law makes performance illegal, (c) either party dies or becomes disabled and the contract involves personal services, or (d) the other party to the contract prevents performance.

8. The obligation of the party is discharged when a written contract is materially and intentionally altered by the other party with out the consent of the former.

9. An obligation calling for an act is discharged by a tender of performance that corresponds exactly to the agreement. A tender of payment does not discharge an obligation to pay money; but, if kept open, it relieves the debtor of court costs and future interest charges.

*Adapted from: Applied Business Law, Eleventh Edition, South-Western Publishing Company, 1977, page 209.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | BL | 03 | 2 |

# WRITTEN TEST FOR TASK NO. BL-03

RVTC

**TASK:** Transfer and Discharge Contracts

PAGE 1 OF 4

## Directions

The purpose of this test is to determine if you can transfer and discharge contracts. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. The rights and obligations of the parties to a contract:

    a. are restricted to the contracting parties.
    b. can include third parties.
    c. always include third parties.
    d. all of the above.

2. A third-party beneficiary to a contract is a person who:

    a. stands to gain from a contract made by others.
    b. has obligstions under a contract made by others.
    c. benefits from a disputed incident.
    d. b and c above.

3. The benefit that a party to a contract is due to receive:

    a. can be transferred to a third party.
    b. must be received only by the contracting party.
    c. must be transferred to a third party.
    d. a and c above.

4. The assignor of contract rights is the person who:

    a. transfers the rights.
    b. receives the transferred rights.
    c. witnesses the transfer.
    d. all of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

# WRITTEN TEST FOR TASK NO. BL-03

RVTC

**TASK:** Transfer and Discharge Contracts

PAGE 2 OF 4

5. The assignee of contract rights is the person who:

   a. transfers the rights.
   b. receives the transferred rights.
   c. witnesses the transfer.
   d. none of the above.

6. Contracts that require personal service:

   a. can be assigned.
   b. cannot be assigned.
   c. can be assigned if the contract requires a specific person to perform.
   d. a and b above.

7. If a contract does not provide for termination, it is automatically terminated upon:

   a. the passing of five years.
   b. satisfactory performance.
   c. declaration of cancellation by one party.
   d. b and c above.

8. Tender of performance must be made:

   a. as specified in the contract.
   b. as close to contract requirements as possible.
   c. with legal tender.
   d. none of the above.

9. If unforeseen circumstances make it impossible to fulfill the terms of the contract as originally agreed the contract is considered:

   a. executed.
   b. valid.
   c. void.
   d. terminated.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

**WRITTEN TEST FOR TASK NO.** BL-03 **RVTC**

**TASK:** Transfer and Discharge Contracts

**PAGE** 3 **OF** 4

10. If a deliberate alteration is made in a written contract with the intent to defraud, the contract is:

    a. enforced as changed.
    b. enforced as originally written.
    c. terminated.
    d. valid.

11. Laws or regulations that increase the cost of performing a contract have the effect that the contract is:

    a. terminated.
    b. terms are adjustable to allow for increased costs.
    c. enforceable.
    d. void.

12. When a party to a contract announces his or her intentions to not perform, the party is said to have made:

    a. an anticipatory breach.
    b. a notice of noncompliance.
    c. an executory provision.
    d. a and c above.

13. If after a reasonable time a party has failed to perform contractual obligations, the party has:

    a. terminated.
    b. breached.
    c. forfeited.
    d. none of the above.

14. A court order that directs a party to a contract to do what that party agreed to do is known as an order of:

    a. specific performance.
    b. compensatory injunction.
    c. habeas corpus.
    d. b and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

**WRITTEN TEST FOR TASK NO.** BL-03 **RVTC**

**TASK:** Transfer and Discharge Contracts

**PAGE** 4 **OF** 4

15. A court order prohibiting the performance of a certain act is known as:

    a. an order of specific performance.
    b. a compensatory injunction.
    c. a restraining injunction.
    d. a and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

# WRITTEN TEST FOR TASK NO. BL-03

**RVTC**

**TASK:** Transfer and Discharge Contracts

ANSWER KEY

PAGE 1 OF 1

## Multiple Choice questions

b 1.
a 2.
a 3.
a 4.
b 5.
b 6.
b 7.
a 8.
c 9.
c 10.
c 11.
a 12.
b 13.
a 14.
c 15.
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## True-False questions

T F 1.
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T F 3.
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T F 23.
T F 24.
T F 25.

## Matching questions

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| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 03 |

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BUSINESS EDUCATION

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-BL-04

## A STUDENT LEARNING GUIDE

**TASK:** Sale and Use of Personal Property

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

Protecting and understanding our rights as owners of personal property is vital to the operation of a free enterprise system.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | BL | 04 | BL-03 |

REVISED:

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** analyze statements about the sale and use of personal property.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Describe transfer of title to goods.
2. Demonstrate knowledge of selling goods.
3. Demonstrate knowledge of warranties.
4. Demonstrate knowledge of bailments.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
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## ENABLING OBJECTIVE NO. 1

RVTC

Describe transfer of title to goods.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify title and transferring title to goods. | 1. Text: Business Law/30, 2nd Edition, pages 60 - 65. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat Learning Step No. 1 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, pages 175 - 180. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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## ENABLING OBJECTIVE NO. 2

**RVTC**

Demonstrate knowledge of selling goods.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen and view Resource No. 1 as an introduction to buying and selling goods. | 1. Audio visual: Applied Business Law, Volume 2, "Buying and Selling". |
| 2. Read Resource No. 2 to identify sales contracts. | 2. Text: Business Law/30, 2nd Edition, pages 65 - 73. |
| 3. As a Self-Check, complete Resource No. 3. Have the office assistant check your work. Repeat Learning Step No. 2 for those items that were incorrect. | 3. Text: Business Law/30, 2nd Edition, pages 181 - 186. |
| 4. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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# ENABLING OBJECTIVE NO. 3

RVTC

Demonstrate knowledge of warranties.

## LEARNING STEPS

1. Read Resource No. 1 to identify express and implied warranties.
2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat Learning Step No. 1 for those items that were incorrect.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. Text: Business Law/30, 2nd Edition, pages 73 - 76.
2. Text: Business Law/30, 2nd Edition, pages 187 - 190.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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| BU | * | BL | 04 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

Demonstrate knowledge of bailments.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen and view Resource No. 1 as an introduction to bailments. | 1. Audio-visual: Applied Business Law, Volume 1, "Personal Property and Bailments". |
| 2. Read Resource No. 2 to identify the different types of bailments. | 2. Text: Business Law/30, 2nd Edition, pages 76 - 80. |
| 3. As a Self-Check, complete Resource No. 3. Have the office assistant check your work. Repeat Learning Step No. 1 or 2 for those items that were incorrect. | 3. Text: Business Law/30, 2nd Edition, pages 191 - 194. |
| 4. When you think you can attain this task, take the Written Test. | 4. Written Test for task BL-04. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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| BU | * | BL | 04 | 4 |

# WRITTEN TEST FOR TASK NO. BL-04

**RVTC**

BU-*-BL-04

**TASK:** Sale and Use of Personal Property

PAGE 1 OF 4

## Directions

The purpose of this test is to determine if you fully understand the sale and use of personal property. To successfully complete this test, all items must be answered correctly. For those items, missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. Title to goods ordinarily passes when:

   a. a bill of sale is prepared.
   b. an invoice is completed.
   c. the parties have agreed to the transfer of title to specific goods in a deliverable condition.
   d. a and b above.

2. When a specific condition must be met in a sales contract before title passes, the agreement is said to contain:

   a. a condition precedent.
   b. a condition subsequent.
   c. an unconditional promise of performance.
   d. b and c above.

3. When a specific condition must be met in a sales contract after title passes, the agreement is said to contain:

   a. a condition precedent.
   b. a condition subsequent.
   c. an unconditional promise of performance.
   d. all of the above.

4. Title to stolen goods rests with the:

   a. original owner.
   b. person who stole the goods.
   c. person who is in possession.
   d. none of the above.

| DEPT. | PROG. | DUTY | TASK |
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| BU | * | BL | 04 |

# WRITTEN TEST FOR TASK NO. BL-04

RVTC

**TASK:** Sale and Use of Personal Property

PAGE 2 OF 4

5. The finder of a lost article has good title to the article against the claims of:

   a. anyone.
   b. anyone except the true owner.
   c. everyone, including the true owner.
   d. a and b above.

6. When goods are sold on approval, they:

   a. become the property of the buyer.
   b. remain the property of the seller until the buyer expresses his or her approval.
   c. become jointly owned by both buyer and seller.
   d. none of the above.

7. In the case of goods sold on approval, continued, prolonged use of the goods may:

   a. be construed as implied consent to buy.
   b. require the buyer to pay a rental fee while the goods are in the buyer's possession.
   c. relieve the buyer of the responsibility for the goods until he or she has expressed approval.
   d. b and c above.

8. Sales contracts with conditions attached most frequently involve:

   a. arrangements for payment.
   b. performance of the goods.
   c. delivery.
   d. all of the above.

9. In a conditional sales contract, title to the goods:

   a. passes to the buyer at the time of the sale.
   b. remains with the seller until the purchase price has been paid.
   c. may legally be passed to a third party by the buyer.
   d. b and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 04 |

**WRITTEN TEST FOR TASK NO.** BL-04 **RVTC**

**TASK:** Sale and Use of Personal Property

**PAGE** 3 **OF** 4

10. A warranty usually assures the purchaser that:

    a. no defects exist in the manufacture of the articles.
    b. the articles will be delivered by the carrier without damage.
    c. the articles will operate to the complete satisfaction of the purchaser under all circumstances.
    d. none of the above.

11. A warranty:

    a. is a contract separate from the sales contract.
    b. assures the seller that the purchaser's credit is good.
    c. is a promise included in the sales contract.
    d. a and b above.

12. A written warranty that is vague about the manufacturer's responsibility:

    a. can be changed by the custom of the marketplace.
    b. can be clarified by oral evidence.
    c. is unenforceable.
    d. all of the above.

13. When a merchant represents goods for sale by a sample or description, he or she warrants that the actual goods will conform to sample of description. This warranty is an:

    a. implied warranty of sample.
    b. implied warranty of quality.
    c. express warranty of fitness.
    d. b and c above.

14. When a merchant is informed of the intended use of goods he or she is selling and the buyer if relying on the seller's ability to furnish suitable goods, the merchant is responsible through an:

    a. implied warranty of fitness for purpose.
    b. express warranty of utility.
    c. implied warranty of title.
    d. a and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 04 |

# WRITTEN TEST FOR TASK NO. BL-04

RVTC

BU-*-BL-04

**TASK:** Sale and Use of Personal Property

PAGE 4 OF 4

15. Caveat emptor means:

    a. that a contract of sale includes an express warranty.
    b. that an implied warranty of quality goes with the contract.
    c. "Let the buyer beware".
    d. none of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 04 |

# WRITTEN TEST FOR TASK NO. BL-04

**RVTC**

**TASK:** Sale and Use of Personal Property

ANSWER KEY

**PAGE** 1 **OF** 1

## Multiple Choice questions

c 1.
a 2.
b 3.
a 4.
b 5.
b 6.
a 7.
a 8.
b 9.
a 10.
c 11.
a 12.
b 13.
a 14.
c 15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

## True-False questions

T F 1.
T F 2.
T F 3.
T F 4.
T F 5.
T F 6.
T F 7.
T F 8.
T F 9.
T F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

## Matching questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
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| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 04 |

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BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

BU-*-BL-05

**TASK:** Transfer and Discharge of Commercial Paper

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

Written orders or promises to pay money are called commercial paper. These are used as money for most business activity. Knowledge of the kinds of commercial paper are helpful to any employee.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
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# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** analyze statements about transfer and discharge of of commercial paper.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**
IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Identify elements of commercial paper.
2. Demonstrate knowledge of transfer and discharge of commercial paper.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 05 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify elements of commercial paper.

## LEARNING STEPS

1. Listen and view as an introduction to **commercial** paper Resource No. 1.
2. Read Resource No. 2 to identify elements of commercial paper.
3. As a Self-Check, complete Resource No. 3. Have office assistant check your work. Repeat Learning Steps 1 or 2 for the items that were incorrect.
4. Go on to Enabling Objective No. 2.

## RESOURCES

1. Audio-visual: Applied Business Law, Volume II, "Commercial Paper Part 1".
2. a. Text: Business Law/30, 2nd Edition, pages 82 - 90.
   b. Instruction Sheet enclosed, Commercial Paper
3. Text: Business Law/30, **2nd** Edition, pages 195 - 200.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 05 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Commerical Paper

### PREVENTING LEGAL DIFFICULTIES

Watch your Form.......

1. The rules governing commercial paper are precise and strict; follow them.

2. When preparing a commercial paper, it is generally wise to:

   a. use ink, not pencil, for all writing.

   b. be consistent in the way in which you write your signature;

   c. complete all blanks or draw lines through those which are not applicable;

   d. use standard printed forms available from attorneys, banks and stationery stores;

   e. consult a lawyer before adding terms or conditions or deleting them from standard forms used in important transactions;

   f. be sure the commercial paper is payable only in money;

   g. normally avoid postdating or antedating checks; although such acts do not destroy negotiability, they may cause confusion and difficulty in negotiation;

   h. be sure the paper is payable to the order of a specified party or to the bearer.

3. When you issue a demand paper, realize that the paper is immediately collectible even though the holder might not press for prompt payment. Be prepared to pay. If you are the payee, don't rest on your rights. Remember that normally the statute of limitations begins to run immediately from the date due of the commercial paper.

4. Place some reminder on your calendar to meet all payments of interest and principal on commercial paper you have issued when it becomes due. Default can lead to added expense (for example, attorney's fees), may necessitate early payment of the full principal (if there is an acceleration clause), and can have a negative effect on your credit standing.

5. When you are the payee of commercial paper, include a clause for payment of reasonable attorney fees by the maker in case of default. If you are the maker or drawer, try to exclude such clause.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | BL | 05 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 2 OF 2

6. A paper which is lacking in some essential required for negotiability may still be a valuable contract or creditor's claim.

7. To be negotiable, a commercial paper:

   a. must be in writing and signed by the maker or drawer;

   b. must contain an unconditional promise, if it is a note, or an unconditional order, if it is a draft or check;

   c. must call for payment of a certain sum in money;

   d. must be payable on demand or at a definite time; and

   e. must be payable to the order of a specified person or to bearer.

8. In conflicts between provisions written by hand and those typed or printed, the handwritten version prevails. Amounts expressed in words also prevail over figures.

9. Although the order or promise of commercial paper to pay money must be unconditional, certain terms, including the following, may be added without destroying negotiability:

   a. to charge a particular account as a matter of convenience or record keeping;

   b. to collect interest;

   c. to be paid in installments;

   d. to accelerate payment of principal in case of default;

   e. to require payment of reasonable attorney fees in case of default;

   f. to identify the consideration received or to be given for the paper;

   g. to identify collateral pledged as security for payment, and to provide for its sale in case of default.

*Adapted from: Applied Business Law, Eleventh Edition, South-Western Publishing Company, 1977, pages 463 - 464.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | BL | 05 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Demonstrate knowledge of transfer and discharge of commercial paper.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen and view Resource No. 1 as an introduction to the transfer and discharge of commercial paper. | 1. Audio visual: Applied Business Law, Volume II, "Commercial Paper Part 2". |
| 2. Read Resource No. 2 to identify transfer and discharge of commercial paper. | 2. Text: Business Law/30, 2nd Edition, pages 90 - 98. |
| 3. As a Self-Check, complete Resource No. 3. Have the office assistant check your work. Repeat Learning Steps 1 or 2 for the items that were incorrect. | 3. Text: Business Law/30, 2nd Edition, pages 201 - 206. |
| 4. When you think you can attain this task, take the Written Test. | 4. Written Test for task BL-05. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 05 | 2 |

# WRITTEN TEST FOR TASK NO. BL-05

**RVTC**

**TASK:** Transfer and Discharge of Commercial Paper

PAGE 1 OF 3

## Directions

The purpose of this test is to determine if you fully understand how to transfer and discharge of commercial paper. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. To be valid, commercial paper:
   a. must be written on special paper.
   b. may be written on any paper.
   c. may be written on almost any material.
   d. must be white.

2. A party to commercial paper who is trying to enforce payment:
   a. must prove that he or she gave consideration.
   b. does not have to prove that he or she gave consideration.
   c. must be a business person.
   d. none of the above.

3. A promise in writing by one person to pay a certain amount of money to another is a:
   a. check.
   b. note.
   c. draft.
   d. a and b above.

4. Written instructions to a bank by a depositor directing the bank to pay money to a certain person is a:
   a. draft.
   b. check.
   c. note.
   d. none of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 05 |

# WRITTEN TEST FOR TASK NO. BL-05

RVTC

**TASK:** Transfer and Discharge of Commercial Paper

5. The key words "pay to the order of" used in commercial paper give the instrument:

   a. validity.
   b. negotiability.
   c. assignability.
   d. a and b above.

6. A note that includes conditions which must be met before payment is:

   a. negotiable and enforceable.
   b. neither negotiable nor enforceable.
   c. enforceable but not negotiable.
   d. b and c above.

7. With respect to the money a depositor has on deposit at a bank, the bank:

   a. must honor checks drawn by the depositor.
   b. is permitted to exercise its judgement.
   c. is not obligated to honor the check.
   d. all of the above.

8. Certification of a check assures the holder that the:

   a. bank will stop payment on the check only when requested to do so by the drawer.
   b. check is genuine.
   c. drawee will honor the check when it is presented for payment.
   d. a and c above.

9. Cashier's checks are drawn against the funds of:

   a. a depositor.
   b. a bank.
   c. the federal treasury.
   d. the check cashing agency.

10. In most states, a person who issues a check drawn on a bank in which he or she has no funds is considered to have committed:

   a. a misdemeanor.
   b. a forgery.
   c. larceny.
   d. a felony.

# WRITTEN TEST FOR TASK NO. BL-05

**RVTC**

BU-*-BL-05

**TASK:** Transfer and Discharge of Commercial Paper

PAGE 3 OF 3

11. To constitute forgery in the making of a check:
    a. both the intent to defraud and the creation of a liability must be proved.
    b. the holder of a check must have obtained it without the knowledge of the drawer.
    c. the completed check must have been stolen from the drawer and cashed.
    d. b and c above.

12. A bank is liable for payment made on forged checks because the bank:
    a. is assumed to know the depositor's signature.
    b. should require identification of each person cashing a check.
    c. can afford the loss.
    d. a and c above.

13. A stop-payment order is the drawer's order to a bank to:
    a. cancel a deposit.
    b. certify a check.
    c. not pay a check drawn by the depositor.
    d. a and b above.

14. If a bank pays a check for which the drawer has issued a stop-payment order, the loss must be borne by the:
    a. insurance company.
    b. bank.
    c. drawer.
    d. drawee.

15. An endorsement transferring ownership of negotiable commercial paper to another is usually written:
    a. at the bottom of the note.
    b. on the back of the note.
    c. in the body of the note.
    d. a and b above.

| DEPT. | PROG. | DUTY | TASK |
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| BU | * | BL | 05 |

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BU-*-BL-06

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Analyze Employment and the Law

**DUTY:** Applying Business Law to Occupations

**PURPOSE:**

Every worker is influenced at times by the law. An effective worker understands the principles of business law and the responsibilities that are involved.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | BL | 06 | BL-05 |

REVISED:

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** identify elements of business law as they relate to occupations.

**HOW WELL:** You must successfully complete the Written Test.

**NOTE:**

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

## ENABLING OBJECTIVES:

1. Identify employment and agency.
2. Demonstrate knowledge of office workers and the law.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify employment and agency.

## LEARNING STEPS

1. Read Resource No. 1 to identify employment and agency.
2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat Learning Step 1 or 2 for those items that were incorrect.
3. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Business Law/30, 2nd Edition, pages 100 - 106.
2. Text: Business Law/30, 2nd Edition, 207 - 212.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 06 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Demonstrate knowledge of office workers and the law.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify office workers and the law. | 1. Text: Business Law/30, 2nd Edition, pages 107 - 112. |
| 2. As a Self-Check, complete Resource No. 2. Have the office assistant check your work. Repeat Learning Step 1 or 2 for those items that were incorrect. | 2. Text: Business Law/30, 2nd Edition, 213 - 214. |
| 3. When you think you can attain this task, take the Written Test. | 3. Written Test for task BL-06. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | BL | 06 | 2 |

# WRITTEN TEST FOR TASK NO. BL-06

RVTC

**TASK:** Analyze Employment and the Law

## Directions

PAGE 1 OF 4

The purpose of this test is to determine if you can analyze employment and the law. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are Multiple Choice. On the separate Answer Sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

## Multiple Choice questions

1. The person who represents another in his or her business dealings with a third party is known as the:
   - a. principal.
   - b. agent.
   - c. customer.
   - d. a and b above.

2. The performance of acts of a personal nature, such as voting and serving on juries:
   - a. may be delegated to an agent.
   - b. may not be delegated.
   - c. may be delegated in case of serious illness.
   - d. all of the above.

3. A minor who appoints an agent to make contracts for him or her:
   - a. assumes the liabilities and responsibilities of an adult.
   - b. is bound by the agent's contracts with third parties on his or her behalf.
   - c. may avoid the contract of agency and those other contracts made by the agent.
   - d. b and c above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

**WRITTEN TEST FOR TASK NO.** BL-06 **RVTC**

**TASK:** Analyze Employment and the Law

**PAGE** 2 **OF** 4

4. A person who is authorized to assume complete charge of his or her principal's business is a:

   a. general agent.
   b. del credere agent.
   c. special agent.
   d. none of the above.

5. The legal paper formally creating an agency is called:

   a. a contract of agency.
   b. a power of attorney.
   c. an implied contract.
   d. b and c above.

6. When a person approves an act done in his or her name by a person who had no authority to act as an agent, the result is:

   a. an agency by necessity.
   b. an agency by agreement.
   c. an agency by ratification.
   d. all of the above.

7. The authority that a third party may reasonably suppose an agent to possess is referred to as:

   a. implied authority.
   b. express authority.
   c. apparent authority.
   d. none of the above.

8. If an agent commits a tort while performing his or her duties:

   a. the agent becomes personally responsible for any resulting damages.
   b. the tort does not bind the principal.
   c. the principal is liable.
   d. all of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

## WRITTEN TEST FOR TASK NO. BL-06

**RVTC**

BU-*-BL-06

**TASK:** Analyze Employment and the Law

PAGE 3 OF 4

9. Liability for losses to a principal that result from an agent's incompetence must be borne by:
   - a. the agent.
   - b. the principal.
   - c. both agent and principal.
   - d. none of the above.

10. The liability for agreements made by an agent who exceeds his or her authority in making contracts is borne by the:
    - a. agent.
    - b. principal.
    - c. party who entered into the contract with the agent.
    - d. all of the above.

11. When the agent makes contracts in his or her own name, liability is borne by the:
    - a. agent.
    - b. principal.
    - c. party who entered into the contract with the agent.
    - d. all of the above.

12. In an employer-employee relationship:
    - a. an employee performs duties for the employer that necessitate the exercise of judgment and discretion.
    - b. the employee may bind the employer to a contract with a third party.
    - c. the employer directs and controls the acts of the employee.
    - d. a and c above.

13. When an employee is required to perform duties that demand judgment and discretion, the employee has the status of:
    - a. agent.
    - b. an employee.
    - c. principal.
    - d. a and b above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

# WRITTEN TEST FOR TASK NO. BL-06

RVTC

BU-*-BL-06

**TASK:** Analyze Employment and the Law

PAGE 4 OF 4

14. An employee is required to:

    a. obey orders, exercise good faith, and do his or her work skillfully.
    b. perform only as well as his or her co-workers.
    c. perform the work as well as the boss.
    d. b and c above.

15. An employee who, while performing his or her duties, commits wrongful acts that result in injuries to a third party:

    a. is not liable personally if they are the result of negligence.
    b. is liable personally whether they are the result of negligence or are intentional.
    c. is never liable personally to the injured third party.
    d. none of the above.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

y

# WRITTEN TEST FOR TASK NO. BL-06

**RVTC**

**TASK:** Analyze Employment and the Law

ANSWER KEY

PAGE 1 OF 1

Multiple Choice questions

b 1.
b 2.
c 3.
a 4.
b 5.
c 6.
c 7.
c 8.
a 9.
a 10.
a 11.
c 12.
a 13.
a 14.
b 15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

True-False questions

T F 1.
T F 2.
T F 3.
T F 4.
T F 5.
T F 6.
T F 7.
T F 8.
T F 9.
T F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | BL | 06 |

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BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

**TASK:** Operate IBM Memory Typewriter

**DUTY:** Processing Information on Specialized Machines

**PURPOSE:**

Businesses send out many form letters and documents which require time and become very expensive for an original to be typed each time. Use of the IBM M TW eliminates starting over because of typographical errors, retyping a letter because someone made a change or there was an error that was not caught. These form letters, etc., can be typed and stored in the memory bank. This procedure provides maximum efficiency for the business.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | SM | 02 | |

| REVISED | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** one letter and one table requiring the use of standard operation and special application procedures,

**YOU WILL:** operate IBM Memory Typewriter.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 13.

## ENABLING OBJECTIVES:

1. Identify standard operation procedures.
2. Identify special application procedures.
3. Type using standard and special application procedures.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | SM | 02 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify standard operation procedures.

### LEARNING STEPS

1. Read and complete Resource No. 1 to identify standard operation procedures. Type each practice exercise as you go.
2. Evaluate your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 2.

### RESOURCES

1. Text: IBM Memory Typewriter Operating Instructions.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 01 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by answering the items below.

Arrange the following steps in proper order 1-7 to RECORD on the IBM Memory Typewriter.

_____ A. Check log sheet to find available File position.

_____ B. For inside address, type required Carrier Return between + Carrier Return.

_____ C. If you make a mistake, backspace to error and retype.

_____ D. If the hyphen is part of the word, type a Required Hyphen--Code + Hyphen (Example: "up-to-date")

_____ E. Type a Required Carrier Return--Code + Carrier Return.

_____ F. Move Storage Dial to that position.

_____ G. At the end of page, depress Store. The page will be recorded at File Position. When recording is complete, amber light will stop flashing.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 01 |

## SELF-CHECK

### Answer Key

1. a
2. f
3. e
4. c
5. b
6. d
7. g

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 01 |

## ENABLING OBJECTIVE NO. 2

RVTC

Indentify special application procedures.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify special application procedures. Type each practice exercise as you go. | 1. Text: IBM Memory Typewriter Operating Instructions. |
| 2. Evaluate your knowledge by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enbaling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by answering the items below.

On a separate sheet of paper write the letter of the item in Column B that best identifies each item in Column A.

A

1. After page has been typed into memory, depress store to record information in the position and clear memory.
2. Initiates playback onelline at a time with each depression.
3. Initiates playback of all information in memory.
4. Used to enter information into memory from the stored position.
5. Initiates automatic centering.
6. Enables typist to create a new page ending for information in memory.
7. Lines playback exactly as recorded (no adjusting of lines).
8. Used to align figures within columns of statistical typing.
9. Used for indented formats, to initiate automatic tab action with each carrier return.
10. Clears out any information contained in memory.
11. Recorded when typist wants playback to stop at specific areas.

B

a. recall
b. store
c. no zone
d. typewriter
e. coded tab
f. code repeat
g. code "C"
h. code EOS
i. code clear
j. code stop
k. code hyphen
l. code carrier return.
m. code "i" (word underscore)
n. code "½,¼" (decimal tab)
o. auto
p. line
q. code line (delete)
r. word
s. code word (delete)
t. code char. (delete
u. page start
v. paragraph advance
w. code paragraph advance
x. line advance
y. line return
z. char

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 2 |

# SELF-CHECK

RVTC

12. Indicates hyphens that should not be dropped during adjusted playback.

13. Causes "pointer" in memory to return automatically.to beginning of information in memory after each playout.

14.
14. Prevents information from being typed (key boarded) into memory.

15. Returns points to beginning of information in memory.

16. Deletes an entire line from memory.

17. Enables typist to move down a page in memory, by paragraph.

18. Delete by character.

19. Enables typist to move down the page in memory, by line.

20. Enables typist to return to the beginning of the last typed line.

21. Deletes words from memory one at a time.

22. Initiates playback one word at a time.

23. Playback one character at a time.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 2 |

# SELF-CHECK

**RVTC**

Answer Key

1. b
2. p
3. o
4. a
5. g
6. h
7. c
8. n
9. e
10. i
11. j
12. k
13. f
14. d
15. u
16. q
17. v
18. t
19. x
20. y
21. s
22. r
23. z

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 2 |

# ENABLING OBJECTIVE NO. 3

RVTC

Type using standard and special application procedures.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to review operating procedures of IBM Memory Typewriter. | 1. Pamphlet: IBM, "What Happened Booklet?" |
| 2. Evaluate your knowledge by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task SM-02. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 3 |

# SELF-CHECK

# RVTC

## Directions

Type and play back a copy of the following table. Use decimal tabs at 25, 42, 61 and 80.

| | | | | |
|---|---|---|---|---|
| 1. | 16,000.00 | 2.89 | 665.00 | 67.30 |
| | 368.57 | 6,665.00 | 1,200.57 | 16,000.00 |
| | 21,229.00 | 551.76 | 95.90 | 5.21 |
| | | 84.30 | 2,006.18 | 3,749.90 |

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Were the decimal points lined up in each column?.... | | |
| 2. Were the side margins even?........................ | | |

Type the following form letter. Use stop codes as indicated ( * stop codes). Then play it back and fill in the information listed on the next page.

* Date ____ 1.

* Inside address ____ 2.

RE: Account Number * Number ____ 3.

Dear * ________ 4.

This is just a reminder that your account is now overdue. Please send us your check for the amount of * _____ 5. immediately.

If you have already mailed your payment, please disregard this notice.

Your very truly,

Jane T. Wilson
Credit Manager

JTW:urs

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 3 |

## SELF-CHECK

RVTC

Letter One

1. Current date
2. Miss Sally Jones
   Route 2, Box 60
   Winter Haven, FL 33880
3. 333-60-5182
4. Miss Jones
5. 50.64

Letter Two

1. Current date
2. Mr. Joe Mills
   Fourth Street
   Eagle Lake, FL 33839
3. 666-30-8125
4. Mr. Mills
5. 75.82

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Were all code stops correct?........................ | | |
| 2. Was the typewriter button pushed down to type insers inserts?........................................... | | |
| 3. Was copy centered vertically?........................ | | |
| 4. Was copy centered vertically?........................ | | |
| 5. Were all errors corrected?........................ | | |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 02 | 3 |

# PERFORMANCE TEST FOR TASK NO. SM-02

**RVTC**

BU-*-SM-02

**TASK:** Operate IBM Memory Typewriter

**STUDENT'S NAME** ______________________ **DATE** ______________

**DIRECTIONS TO STUDENT:** You will type the enclosed form letter, play it back and insert the information listed. You will type and playback a copy of the enclosed table. Use Dec. Tabs. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all errors corrected? | | |
| 2. | Was the content of each letter correct? | | |
| 3. | Was copy centered vertically? | | |
| 4. | Was copy centered horizontally? | | |
| 5. | Were deciamls lined up? | | |

Score ____________

☐ ATTAINED

☐ NOT ATTAINED

______________________
EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | SM | 02 | |

Page 1 of 1

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BU-*-SM-03

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Operate Electronic Selectric Composer

**DUTY:** Processing Information on Specialized Machines

**PURPOSE:**

You are about to identify the procedure for using the IBM Electronic Selectric Composer - a unique desktop composer that makes quality direct-impression typesetting almost as easy as typing.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | SM | 03 | |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a series of problems,

**YOU WILL:** operate Electronic "Selectric" Composer.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 12.

## ENABLING OBJECTIVES:

1. Identify operation procedures.
2. Identify special application procedures.
3. Identify care and maintenance procedures.
4. Review operations of IBM "Selectric" Composer.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | SM | 03 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify operation procedures.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify operation procedure of the "Selectric" Composer. | 1. Manual: IBM Electronic "Selectric" Composer Basic Instructions, pages 1-56. |
| 2. As a Self-Check, complete Resource No. 2. | 2. Manual: IBM Electronic "Selectric" Composer Basic Instructions, pages 1-56. Do each exercise. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Identify special application procedures.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify special application procedures. | 1. Manual: IBM Electronic "Selectric" Composer Operating Manual. |
| 2. As a Self-Check, complete Resource No. 2. | 2. Manual: IBM Electronic "Selectric" Composer Operating Manual, complete exercises on pages 57-71, 72-77, 79-115, 116-122, 123-130, 131-138, 139-145 and 146-162. |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 2 |

# ENABLING OBJECTIVE NO. 3

RVTC

Identify care and maintenance procedures.

## LEARNING STEPS

1. Read and Complete Resource No. 1 to identify care and maintenance procedures.
2. As a Self-Check remove and replace the ribbon. Have your instructor check your work.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. Manual: IBM Electronic "Selectric" Composer Operating Manual, pages 163-165.
2. a. Typewriter
   b. Ribbon

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

Review operations of IBM "Selectric" Composer.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 for a review of the operating procedures of the "Selectric" Composer. | 1. Manual: IBM Electronic "Selectric Composer Reference Guide |
| 2. Evaluate your knowledge by completing the Self-Check. Have your instructor check your work. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task SM-03. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 4 |

## SELF-CHECK

**RVTC**

Directions

Evaluate your knowledge by answering True or False to the items below on s separate sheet of paper.

1. The yellow light blinks to signal that the PRTR ON/OFF Control is off, but POWER is on.
2. Turning the PRTR ON/OFF Control off clears memory and tabs.
3. Tab locating (holding down TAB LOC while tabbing) to the position where a tab should be set, automatically sets the tab.
4. Tabs can be set at any mark (whole or half pica) on the margin scale.
5. When changing fonts, the shift key should be locked down.
6. The line length (right margin) can be set only on the long marks (whole picas) on the margin scale.
7. You can delete text from memory by depress ng LINE RETURN.
8. The LINE ADV Button advances to the beginning of the next line.
9. Procedures for entering and playing back text are the same when using the alternate section.
10. To use the Ruling Font, simply remove the font you are using, place the ruling font on the carrier and type.

Evaluate your knowledge by answering the items below on a separate sheet of paper.

1. If you set the left margin at 10½ picas and carrier return, what will happen?________________________________
2. How can you quickly move the carrier across the platen?__________
__________________________________________
3. If using the method of quickly positioning the carrier to set tabs and you bypass the point where the tab should be set, you wolld:
   a. backspace to the correct point and depress Set.
   b. carrier return and try again.
   c. backspace beyond the correct point, TAB LOC forward and depress Set.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 4 |

# SELF-CHECK

**RVTC**

4. If using the method of quickly positioning the carrier to establish the line length and you bypass the point where the line length should be set, you would:

   a. backspace to the correct point and carrier return.
   b. carrier return and try again.
   c. backspace beyond the correct point, TAB LOC forward and carrier return.
   d.

5. What are the two ways to clear tab(s)?

   a. ____________________
   b. ____________________

6. What does each of the following represent?

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________

7. When changing from a large to a small type style, be sure to change the __________ to reduce the striking force of the font.

8. When using a UN-10-M font and you want two points leading, the Leading Dial would be set on __________.

9. When the Leading Dial is set on 13 and you want to manually roll back one line, you would turn the left platen knob __________ time(s) and the right platen knob __________ time(s).

10. What does Set Solid mean?

11. Before text can be entered into memory, a __________ Code must be entered.

12. What are the three Basic Formats and how are they entered?

   a. ____________________
   b. ____________________
   c. ____________________

13. How is the line length established? ____________________
____________________

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 4 |

## SELF-CHECK

**RVTC**

14. What two things does the number that prints at the line length represent?

    a. ____________________________________________
    b. ____________________________________________

15. When entering continuous justified or ragged right text, why is it important to type as close to the right margin as possible?

    ____________________________________________

16. To play back: with ENTRY up, depress, __________ and depress AUTO.

24. When playing back by LINE, playback stops after __________.

25. When playing back by WORD, playback stops after:

    a. __________.
    b. __________.
    c. __________.

26. What are the three steps to clear memory?

    a. __________.
    b. __________.
    c. __________.

27. The PAR ADV Button advances in memory until the composer finds:

    a. two or more carrier returns.
    b. carrier return/Tab combination.
    c. beginning of the next paragraph.
    d. all of the above.

28. After making corrections in entered text, line endings are automatically changed by: ______________________________

    ____________________________________________

29. When entering text, the margin was set at 9, and the tabs were set at 5 and 10. Before playback, the margin was moved to 10. The tabs:

    a. must be set at 15 and 20.
    b. are automatically moved to 15 and 20.
    c. must be set at 25 and 35.
    d.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 04 | 4 |

# SELF-CHECK

# RVTC

30. Memory can be divided into two sections by depressing the Button. When would you want to divide the memory?__________

31. How do you delete the NO-PRINT code?__________

32. When do you use a Required Tab?__________

33. For words like: mother-in-law, 223-3890, what procedure must you use, so that you do not loose the hyphen?__________

34. When do you use a STOP CODE?

a. __________
b. __________
c. __________
d. __________

Have your instructor check your work.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | SM | 03 | 4 |

BU-*-SM-03

# PERFORMANCE TEST FOR TASK NO. SM-03 RVTC

**TASK:** Operate Electronic Selectric Composer

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** You will type each of the exercises given and follow the specific directions for each. Correct all errors; playback your final copy. Do not turn the power off on your machine until the instructor has checked your work. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were specific directions followed?.................... | | |
| 2. | Was problem centered vertically?.................... | | |
| 3. | Was problem centered horizontally?.................... | | |
| 4. | Was ragged-right margin used when called for?.................... | | |
| 5. | Was justified right margin used when called for?.................... | | |
| 6. | Was copy centered properly?.................... | | |
| 7. | Were all errors (before final playback) corrected?.................... | | |
| 8. | Was specified font used?.................... | | |
| 9. | Was machine set on proper Escapement (to match font)?.................... | | |
| 10. | Were columns set up properly?.................... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ______________________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | SM | 03 | | Page 1 of 1 |

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BU-*-SM-04

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BUSINESS EDUCATION

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

**TASK:** Operate IBM Executive Typewriter

**DUTY:** Processing Information on Specialized Machines

**PURPOSE:**

Since many companies use the Executive typewriter to incorporate the many advances in the process of communication, it is important that you become proficient in the use of the Executive typewriter. The copy produced by the IBM Executive typewriter gives each character the space it requires by using four different letter widths. Wide characters typed next to each other are never crowded; gaps between narrow letters are eliminated. This typographic balance makes your typing easier to read.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | SM | 04 | |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** two exercises (one letter and one column),

**YOU WILL:** type the letter in block form with two carbon copies and type the column in a 3-inch column form.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 6-7.

## ENABLING OBJECTIVES:

1. Operate IBM Executive Typewriter.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | 7660 | SM | 04 |

# ENABLING OBJECTIVE NO. 1

RVTC

Operate IBM Executive Typewriter.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1. | 1. Text: IBM Course Manual, pages 1-15. |
| 2. Listen to Resource No. 2 and complete the exercise on Belt No. 1. | 2. IBM Training Belt, No. 1 covers: "Setting margins, Proportional spacing (unit values) 2- and 3-unit space bars, Backspacing, Front paper scale and position indicator, Shift keys and Shift lock." |
| 3. Listen to Resource No. 2, Belt No. 2 and complete the exercise. | 3. IBM Training Belt, No. 2 covers: "Expand lever -- Expanding letters, -- Shadow printing, Typamatic keys, Underscoring, Setting and clearing tabs, Symbol keys (special character keys)." |
| 4. Listen to Resource No. 2, Belt No. 3 and complete the exercise. | 4. IBM Training Belt, No. 3 covers: "Aligning paper horizontally and vertically, Making corrections, Typing numbers." |
| 5. Listen to Resource No. 2 Belt No. 4 and complete the exercise. | 5. IBM Training Belt, No. 4 covers: "Vertical centering, Horizontal centering, Statistical typing, Use of line finder." |
| 6. Listen to Resource No. 2, Belt No. 5 and complete the exercise. | 6. IBM Training Belt, No. 5 covers: "Partial carriage return, Typing leaders, Centering columnar headings." |
| 7. Listen to Resource No. 2, Belt No. 6 and complete the exercise. | 7. IBM Training Belt, No. 6 covers: "Typing cards, Touch control, Typing roman numbers, Typing outlines." |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | SM | 04 | 1 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Operate IBM Executive Typewriter.

| LEARNING STEPS | RESOURCES |
|---|---|
| 8. Listen to Resource No. 2, Belt No. 7 and complete the exercise. | 8. IBM Training Belt, No. 7 covers: "Justification." |
| 9. Listen to Resource No. 2, Belt No. 8 and complete the exercise. | 9. IBM Training Belt, No. 8 covers: "Page-end indicator (with chart), Multiple copy control, Impression indicator, Typing manuscripts." |
| 10. Listen to Resource No. 2, Belt No. 9 and complete the exercise. | 10. IBM Training Belt, No. 9 covers: "Typing business letters, Addressing envelopes." |
| 11. Listen to Resource No. 2, Belt No. 10 and complete the exercise. | 11. IBM Training Belt, No. 10 covers: Additional practice for:<br>--Centering columnar headings<br>--Setting up a table<br>--Vertical centering, Recognizing typing errors, Timed writings. |
| 12. When you think you can perform this task, take the Performance Test. | 12. Performance Test for task SM-04. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | SM | 04 | 1 |

INSTRUCTION SHEET RVTC

PAGE 1 OF 1

## General Instructions

1. Use the index in the IBM Short Course Manual for help in locating your instruction in typing the exercises and setting up the typewriter.

2. Identify each exercise by its "exercise number."

3. Submit all exercises together as a unit upon completion.

4. Erase and correct all errors before submitting a unit.

5. Use a cover sheet on your work.

Example: Mary Smith
IBM Executive Typewriter
Date
Instructor

6. Staple all work in the unit in the upper left hand corner and submit before you take the Performance Test.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | SM | 04 | 1 |

## PERFORMANCE TEST FOR TASK NO. SM-04

**RVTC**

**TASK:** Operate IBM Executive Typewriter.

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** In an office situation, you will type a mailable letter in block form and a columnar heading. Make two carbon copies, correct all errors and type an envelope. You will be evaluated for attainment of this task using the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED:<br>For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all all errors corrected on the original and the carbon copies? | | |
| 2. | Was the letter properly centered on the page? | | |
| 3. | Was the right margin justified on the three-inch column? | | |
| 4. | Were all errors corrected in the column? | | |
| 5. | Was the heading centered? | | |

☐ MASTERY

Score______ ☐ NON-MASTERY ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | 7660 | SM | 04 | |

Page 1 of 1

Exercise No. 1

Type this letter in block form. Make two carbon copies, correct all errors and type an envelope.

Current date/Mr. Donald Ferlin, Pickens Perfect Products, Inc., 1137 Cambridge Street, Wingfield, Ohio 47912, Dear Mr. Ferlin: Would you like to make your present secretarial staff more productive? There is a way to do it by using a MORE POWERFUL TYPEWRITER. /paragraph/ Imagine your secretaries typing the mass volume items which they constantly produce, proofread, revise and proofread again, before finally producing a perfect finished copy. How long does it take your staff to do this kind of work? /paragraph/ Imagine your secretaries typing this same material and creating a magnetic tape recording of the material at the same time. Errors are corrected immediately by merely backspacing and typing over Furthermore, should you change your mind and wish to revise your materials, they can easily be retrieved from the magnetic tape. Your secretary simply plays back from the magnetic tape those words you wish to keep, deletes those you wish to delete, and adds those you add. /paragraph/ Won't you let us show you how your secretary can be more productive? Yours truly, urs.

Exercise No. 2

Set up the following exercise in a 3-inch column, justified. Center the heading. Use the "Repositioning Indicator" or "Notch and Line" the method--whichever you prefer. **Read notation below before typing.

THE TYPIST--A TECHNICIAN

A new industry was born when IBM introduced the IBM "Executive" Typewriter. The proportional spacing feature of this typewriter, along with a selection of typefaces simulating those previously available only with typesetting, opened up the "Cold Type Composition" industry. The typewriter had entered the composing field; books could now be created by typewriter. A highly trained technician had to be found. This technician was the technical typist.

****Remember to:

Draw your vertical line first.

Set a bat beyond the vertical line.

Type as close to the line as possible, trying to fall short so that spaces can be added, rather than subtracted.

BU-*-JA-01

DRAFT COPY

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Prepare a Resume

**DUTY:** Applying For a Job

**PURPOSE:**

It is important that you know yourself before you expect an employer to be interested in you. By developing a personal inventory, you demonstrate organizational ability as well as how you will benefit a potential employer. To impress an employer favorably, you should have a thorough knowledge of his/her personal qualities, ability and skill.

*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | JA | 01 | |

| REVISED | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** gather your personal data and prepare a typewritten resume. Keep all paperwork prepared in this Duty in a separate folder for later use.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 24.

## ENABLING OBJECTIVES:

1. Investigate potential job sources.
2. Prepare a personal file.
3. Complete personal data sheet.
4. Prepare a resume.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | 7660 | JA | 01 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Investigate potential job sources.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the steps in finding the best job for you. | 1. a. Cassettes: "Self Concept and Work" and "Preparing for Work".<br>b. Instruction Sheet enclosed, Finding the Best Job For You<br>c. Text: How to Find and Apply for a Job, pages 1-25 |
| 2. Read Resource No. 2 to identify where to look for a job. | 2. a. Instruction Sheet enclosed, Where To Look For a Job<br>b. Cassette: "Looking For That First Job". |
| 3. Complete Resource No. 1 to compile your job sources. | 3. Exercise No. 1 enclosed. |
| 4. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 1 |

INSTRUCTION SHEET

RVTC

PAGE 1 OF 2

## Finding the Best Job For You

You are a unique individual and the job that's best for you depends on your qualifications and desires. To find the jobs best for you, start by taking a self-inventory.

ABILITY -- What is your academic standing? What are your strengths and weaknesses? What can you do to eliminate any deficiencies you may have? Do you have special talents or abilities that are of value in the job market?

EXPERIENCE -- What is your job experience--part time, summer jobs, etc.? What are your hobbies, clubs, interests, extra-curricular activities?

PERSONALITY -- What do you like and dislike? Do you prefer working alone or with others? Does pressure bother you? Are you a loner or a joiner? How do you feel about authority?

WORKING CONDITIONS -- What hours are you willing to work? Can you move in order to get a job? Will you work out-of-doors? Do you want to work for a big or small company?

WANTS -- What gives you personal satisfaction? Do you want social standing? Do you want personal recognition? Do you want money?

NOW YOU KNOW MORE ABOUT YOURSELF!

However, you may not be prepared for the job you want. You may need more training. How do you get it?

1. ON THE JOB TRAINING -- Some companies offer programs of instruction alternating with periods of work.

2. HIGH SCHOOL EQUIVALENCY CERTIFICATE -- This is issued by each State Department of Education to adult non-graduates who pass tests which measure the skills and abilities expected of a high school graduate.

3. EXTENSION COURSES -- Practical beyond the classroom educational programs sponsored by the government.

4. CORRESPONDENCE AND T.V. COURSES -- They offer high school and college work leading to accepted degrees.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 2 OF 2

5. COMMUNITY AND JUNIOR COLLEGES -- Usually offer a 2 year associate degree program. Often give non-credit courses for those whose high school grades made college difficult.

6. POST GRADUATE COURSES -- Your high school may offer a fifth year of enrichment study or allow make-up of missed or low grade courses

7. WORK/COLLEGE INSTITUTES -- Some companies will send you to college with alternating periods of work.

8. SPECIALIZED MILITARY TRAINING -- The armed forces offer training and experience in many "non-military" fields.

9. SPECIAL SCHOOLS -- These are specialized secretarial, computer, commercial schools, etc. Such as vocational-technical schools or special programs in adult education.

10. APPRENTICESHIP PROGRAMS -- Traditional steps of apprentice, journeyman or journeywoman--can be a union or management program.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## Where to Look For a Job

1. YOU! Nothing beats your own eyes and ears. ASK!
2. TEACHERS! Teachers are often contacted by employers.
3. VOCATIONAL COUNSELORS! Trained individuals aware of job openings.
4. PEOPLE AT SCHOOL! People often hear of jobs.
5. PARENTS, RELATIVES AND FRIENDS! Maybe someone you know needs help.
6. TRAINING CENTERS! School guidance offices, school bulletin boards, the board of education. Public schools, private schools and colleges.
7. PERSONNEL DEPARTMENTS! Concerned with hiring new employees.
8. STATE EMPLOYMENT OFFICE! A free service in your state with listings of jobs.
9. CIVIL SERVICE AND GOVERNMENT! Inquire at your local post office for federal jobs, or at your state capital for state civil service. You must pass competitive tests.
10. MILITARY SERVICE! Ask a recruiting office by calling a branch of military in the white pages of the phone book under "United States Government."
11. NON-PROFIT ORGANIZATIONS! The YMCA, YWCA and other non-profit organizations have excellent employment services.
12. CHAMBER OF COMMERCE! The Retail Merchants Association and local management associations can give you information.
13. TELEPHONE DIRECTORY! Look for businesses that appeal to you.
14. EMPLOYMENT AGENCIES! These will find you a job for a fee.
15. TEMPORARY HELP AGENCIES! A temporary job can become full-time.
16. WANT ADS! The newspaper carries listings of jobs available.
17. SIGNS IN PLACES OF BUSINESS! Look for signs in the windows of businesses.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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EXERCISE NO. 1 -- PART I

RVTC

## Directions

Evaluate your knowledge by answering the items below.

1. Name at least two individuals at Ridge who can help you with job opportunities.

2. How could you contact these individuals about your desire for a position?

3. Search the help wanted columns and find an advertisement describing the type of job, either permanent or part-time, for which you might apply. Either put the ad from the source on your paper or re-copy it.

4. List five sources of help wanted advertisements available to you where employers describe jobs for either placement or part-time employment.

5. List two friends from whom you might obtain information regarding a place to apply for a job.

6. List a relative who may help you.

7. List two neighbors who may make suggestions.

8. List two acquaintances who might give you help.

9. List five organizations, businesses, or individuals who may be in need of employees with your abilities.

10. List two governmental agencies near you who may be in need of someone with your abilities.

11. Where may you obtain information regarding the organizations or agencies listed in 9 and 10 above.

12. Obtaining the information from your local post office, list two civil service jobs for which you might be qualified.

13. List three small businesses in your area where your skills might be put to use.

14. List three different occupations in which you might be self-employed.

## EXERCISE NO. 1 -- PART II

Choose a company you would like to work for and complete the following information.

1. The name and basic business or product of the company.
2. The approximate number of people employed in the company.
3. The name of the personnel manager or the person responsible for hiring employees in the company.
4. The union or unions working with the industry you are investigating.
5. Starting salaries
6. Retirement plans
7. What is the reputation of the employer? If possible, talk to present employees or people who have been associated with the employer.
8. What are the opportunities for advancement?
9. What provisions are there for additional training opportunities for new employees?
10. What are the opportunities for getting into an apprenticeship program?

## ENABLING OBJECTIVE NO. 2

RVTC

Prepare a personal file.

## LEARNING STEPS

1. Read Resource No. 1 to identify information needed in your job search.
2. Gather all data requested in Step 1 and type on your own paper in an organized manner.
3. Go on to Enabling Objective No. 3.

## RESOURCES

1. Instruction Sheet enclosed, Information Necessary for Employment
2. a. Information from Resource No. 1

   b. Instructor

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
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# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Information Necessary for Employment

The following information is necessary for the completion of application forms and for reference at the time of personal interviews. If you do not have some of the information requested below you should find out how to obtain it.

1. Social Security number
2. Car license number -- Chauffeur's license
3. References: at least 3

   Your former employers -- instructors -- friends. Always ask permission of these individuals before using their name as a reference. Know their business address and telephone numbers. Be able to spell their names correctly. DO NOT USE A RELATIVE AS A REFERENCE!
4. Birth certificate
5. Military discharge
6. Marriage license
7. Insurance policies
8. List of close relatives (parents, brothers and sisters, spouse, guardian and children). Include their ages, dates of birth, places of birth and present address.
9. List all former employers including:

   Wages received

   Dates of employment

   Correct name and address

   Type of work and reason for leaving

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 01 | 2 |

## ENABLING OBJECTIVE NO. 3

**RVTC**

Complete personal data sheet.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify a personal data sheet. | 1. Instruction Sheet enclosed, Personal Data Sheet |
| 2. Go on to Enabling Objective No. 4. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 3 |

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 1

## Personal Data Sheet

The following is a personal data sheet and is used to clearly organize your data to develop a resume. Type this information on a separate sheet of paper. GIVE YOUR MOST RECENT INFORMATION FIRST.

### ASSETS

### Past Work Experience

| Time Worked | Employer | Job Title | Duties |
|---|---|---|---|
| From:<br>To: | | | |
| From:<br>To: | | | |
| From:<br>To: | | | |

### Training

| School | Skills Learned | Machines, tools you can use |
|---|---|---|
| | | |
| | | |
| | | |

### Education

| School | Dates | | Type of Course | Graduate | |
|---|---|---|---|---|---|
| | From | To | | Yes | No |
| | | | | | |
| | | | | | |
| | | | | | |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## ENABLING OBJECTIVE NO. 4

RVTC

Prepare a resume.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify a resume. | 1. a. Cassette: "The Resume and Letter of Application".<br>b. Instruction Sheet enclosed, Writing the Resume<br>c. Instruction Sheet enclosed, Sample Resumes |
| 2. Evaluate your knowledge by preparing a rough draft of a resume. | 2. a. 8½ by 11 inch paper<br>b. Instructor |
| 3. When you think you can perform this task, take the Performance Test. Make a carbon copy. | 3. Performance Test for task JA-01 |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 4 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 3

## Writing the Resume

YOUR RESUME WILL REPRESENT YOU!

I. List the Personal Information First
   - A. Make it easy for the employer to get in touch with you by putting your name, address and telephone number at the top
   - B. Age, weight, height, health, marital status and education can be helpful

II. Show the Subjects You Have Studied Which Will Help Your Employer

III. List Your Student Activities
   - A. They show your ability to mix with people.
   - B. They demonstrate interest in community service
   - C. Leadership can be stressed.

IV. Show Any Special Skills in Which You Have Been Trained

V. Show Any Business Experience You Have Had
   - A. On-the-job -- when, where and kind of work
   - B. Voluntary -- school office or classroom assistant, Red Cross, others in community service.
   - C. Responsibilities you have had in the home
   - D. Organizations or clubs -- member or officer
   - E. If no business experience, hobbies might be listed instead

VI. Give at Least Three References
   - A. Character
   - B. Business
   - C. Educational
   - D. Do not list a relative

VII. Format and Physical Appearance
   - A. Limit to one (two if absolutely necessary) pages on 8½ by 11 inch good quality bond paper
   - B. Type it or have it typed by someone
   - C. Do not send carbon copy duplicates; photocopies are recommended.
   - D. Leave lots of white space to make the printed space easy to read

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
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# INSTRUCTION SHEET

**RVTC**

PAGE 2 OF 3

It is important that you get permission from the person you wish to use as a reference. You may ask them in person, call them, or write them as the case may be. Here are some sample letters to assist you when writing.

Most prospective employers like to have information regarding the character, training, experience, and work habits of job applicants. For this reason, you may be asked to provide the name, title, and address of references (not relatives) so that the prospective employer can obtain the references he desires. (In most cases, a letter of recommendation that you carry with you is not too effective.)

Before using a person's name as a reference, it is common courtesy to request permission to do so. Besides being a courtesy, the request will help the person to remember you and important facts about you. While permission may be requested by telephone or in person, it is often requested in writing.

Dear Mr. Martin:

I am applying for a bookkeeping position with the First National Bank in St. Cloud, Minnesota.

Would you be willing to send a letter of reference for me to Mr. W. L. Williams, personnel director ath the First National Bank?

You will remember that I worked part time for you as a posting clerk at the Second National Bank during the 19__ - 19__ school year.

I am enclosing a postal card for your reply.

Sincerely,

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 01 | 4 |

# INSTRUCTION SHEET

**RVTC**

PAGE 3 OF 3

Dear Mrs. Hudson:

I am applying for the position of assistant records supervisor that is now open at the Bundy Corporation in Minneapolis.

Since I was a student in your office practice class, where I had excellent filing instruction, may I use your name as a reference when I am interviewed by Mr. James Smithson next Friday? I will telephone you at the school on Wednesday morning to verify your permission.

Thank you for your consideration.

Sincerely,

---

Dear Reverend Roberts:

As you may know, I recently graduated from Ridge Vo-Tech; and I am now making application at several firms in the Orlando area for a position as a management trainee.

May I list your name as a character reference on my application forms? I should be most grateful for this privilege.

You may jot your answer at the bottom of this letter, if you wish. I am enclosing an envelope for your reply. Your help will be appreciated.

Sincerely,

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 01 | 4 |

## INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 7

### Sample Resumes

Edwin Mark Hosmer
10 Cider Mill Road
Winter Haven, Florida 33880
Phone: 639-2365

Age: 19
Height: 5'11"
Weight: 175
Marital Status: Single

### Educational Background

Certificate received from Ridge Vocational Technical Center in the Accounting Program on December 15, 1979.

Graduate: Stearns Regional High School, Bartow, Florida, June 1976.

#### Major Courses Taken

Business
Industrial Arts
Math

#### Student Activities

Orchestra
Debating Club
Art Club

### Work Experience

| | |
|---|---|
| 9/1974 to Present | Stock room, inventory clerk, and Saturday sales at Stillson Shoes, Winter Haven, Florida |
| 6/1974 to 9/1974 | Page, desk work, and shelving for the Public Library, Cambridge, Ohio. |

### Other Interests

Oil painting, water skiing, chess, ham operator (full amateur license)

### References

Mr. Charles Stillson, Manager
Stillson Shoes
Winter Haven, Florida 33880

Rev. Otto Mation
First Methodist Church
Winter Haven, Florida 33880

Ms. Ruth Prior
Bookkeeping Instructor
Winter Haven Adult School
Avenue J., N.W.
Winter Haven, Florida 33880

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 4 |

RESUME
of
Janet Law

## Address

2 Maple Court
Auburndale, Florida 33823

Telephone: 818-8866

## Personal Information

Age, 34. Divorced. Two children. Weight, 130 lbs. Height, 5'7".

## Education

Clerical Occupations Program at Ridge Vocational Technical Center. Received Certificate of Completion, November, 1979.

### Courses Studied

- Typewriting
- Shorthand
- Transcription
- Filing
- Telephone Techniques
- English
- Spelling
- Data Processing
- Word Processing
- Business Communications
- Accounting
- Business Math
- Adding Machines
- Calculating Machines
- Reprographics

Graduate: Sotterton Senior High, Winter Haven, Florida, 1962.

## Special Skills

Write shorthand 110 words per minute. Type at 60 words per minute on straight copy.

## Work Experience

| | |
|---|---|
| 1975 to Present | Receptionist at the Agricultural Experiment Station, Auburndale, Florida. |
| 1962 to 1964 | Receptionist, typist, PBX operator for Bonner Girls Association, Bartow, Florida. |
| 1960 to 1962 | Telephone operator during summers for the Brooks Dairy Company, Winter Haven, Florida. |

## Activities

Church choir, Treasurer Auburndale Clean-Up Committee

## References

Sent upon request.

| DEPT. | PROG. | DUTY | TASK | EN OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 4 |

## INSTRUCTION SHEET

RVTC

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REFERENCES
of
Janet Law

Mr. John Wright, Chief
Farm Bureau Association
Auburndale, Florida 33880

Mrs. Mary Jenkins
Shorthand Instructor
Winter Haven Adult School
Avenue J., N.W.
Winter Haven, Florida 33880

Ms. Alicia Heuy, Director
Bonner Girls Association, Inc.
1110 Orange Avenue
Bartow, Florida 33880

Mr. B. J. Russell, Manager
Russell Mortgage and Real Estate Corp.
401 Avenue R., S.W.
Winter Haven, Florida 33880

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 01 | 4 |

**PAGE 4 OF 7**

Jane E. Doe
1000 Southern Place
Auburndale, Florida 33823
(813) 999-8877

RESUME

PERSONAL DATA:

Age: 21
Height: 5'2"
Weight: 125
Health: Excellent
Birth Date: June 3, 1958
Martial Status: Single

OCCUPATIONAL GOAL:

My goal is a job in the field of executive secretarial work, with the eventual aim of a management position.

EDUCATION:

Ridge Vocational-Technical Center
Certificate: Secretarial Program, June 1980
Major Subjects:

Gregg Shorthand, Typewriting, Business Communications, Filing, Mail Processing, Accounting, Reprographics, Telephone Techniques, Business Law, Data Processing and Business Math. Operated Transcribing Machine, Lanier No-Problem Text editor, IBM Memory Typewriter, Ten-Key Adding Machine and Calculator.

Grades: Received highest grades for all course work and employability skills.

Auburndale Senior High School
Diploma: Class of 1976

EXTRA-CURRICULAR ACTIVITIES:

Secretary, Future Business Leaders of America, Auburndale High School. Member of newspaper staff, Ridge Vocational-Technical Center. Vice president and social chairman of Auburndale Youth Club. Polk County Swimming Team.

WORK EXPERIENCE:

| | |
|---|---|
| 1979 to 1980 | Ajax Supply company, Bartow, Florida. As part of my cooperative education program at Ridge, I worked half days as a secretary in the personnel department. |
| 1976 to 1979 | Ashcraft Art, Auburndale, Florida. Clerk. I received a cash award for a payroll procedure suggestion which resulted in saving time for the company. |

REFERENCES: Sent upon request.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 01 | 4 |

## INSTRUCTION SHEET

## RVTC

PAGE 5 OF 7

NAME: Sally R. Richards

ADDRESS: 1234 Maholm, Haines City, Florida 33844

TELEPHONE: (813) 989-9025

EDUCATION: Ridge Vocational Technical Center. Certificate, Clerical Program, March, 1980.

Courses Studied

Typewriting
Telephone Techniques
Mail Processing
Business Math
Machine Transcription

Accounting
Filing
Reprographics
Adding Machine
Calculator

Business Law
Consumer Economics
Human Relations
Data Processing
Office Simulation

Haines City Adult School, GED, November 1979.
Haines City High School, attended 1976 to 1978.

WORK EXPERIENCE:

1979-80 Super Value Drug Comapny, Haines City, Florida. Inventory clerk and cashier.

1978-79 Mr. and Mrs. Thomas Herzog, 90 Blandin Drive, Haines City, Florida. Home maintenance worker, weekends and after school.

INTERESTS:

Sewing, painting, piano, running, reading and people. Accompanist for St. Paul Church Choir.

REFERENCES:

Mr. Harmon T. Wilson, Owner, Super Value Drug Company
6830 Main, Haines City, Florida 33844
(813) 988-7700

Mrs. Janet Blum, Instructor
Ridge Vocational Technical Center
7700 State Road 544, North
Winter Haven, Florida 33880
(813) 422-6402

Rev. James O. Bradford
St. Paul's Church of Christ
8945 South Bay Drive
Haines City, Florida 33844
(813) 567-9012

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 01 | 4 |

# INSTRUCTION SHEET

RVTC

PAGE 6 OF 7

MICHAEL L. MORROW

270 Durham Lane
Winter Haven, Florida 33880 Telephone: (813) 956-5500

| | |
|---|---|
| PROFESSIONAL OBJECTIVE | A general office, bookkeeping, or related position which affords the opportunity for advancement and personal growth. |
| EDUCATION<br>1979 to 1980 | Ridge Vocational-Technical Center, Winter Haven, Florida. Received a Cerificate upon completion of Accounting Program with courses including data processing, typing, filing, reprographics, business communications and accounting. Operated calculator, adding machine, transcribing machine and Lanier No-Problem text editor. |
| 1975 | Winter Haven High School, Winter Haven, Florida. Received diploma upon graduating with classes including English, math, bookkeeping, typing, etc. Member of Future Business Leaders of America and ROTC. Assisted in school newspaper. |
| EXPERIENCE<br>1975 to 1979 | Mann's Menwear, Auburndale, Florida. Cashier. Responsible for keeping account of all records, making bank deposits, opening and closing cash drawer, balancing daily transactions, and personally assisted customers in sales transactions. |
| 1974 | Land of Lakes Resort, Lake Alfred, Florida. Cashier and Salad Person. Responsible for greeting and assisting customers, receiving orders, serving food, preparing salads, receiving payment and operating cash register. |
| 1973 | Southern Daily News, Bartow, Florida. Telephone Soliciting. Responsible for contacting prospective subscribers, preparing subscriptions, and submitting names to sales office. |
| INTERESTS | Interest include water skiing, swimming, fishing, gardening, and photography. Previously, treasurer of bowling league and volunteer, office assistant for school instructors. Activites include Manager of Tiny Tots Baseball League. |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 01 | 4 |

# INSTRUCTION SHEET

RVTC

PAGE 7 OF 7

REFERENCES:

Mr. Harold F. Stephenson, Instructor, Ridge Vo-Tech,
7700 St. Rd. 544, N, Winter Haven, Florida 33880
(813) 422-6402

Mr. Robert L. Mann, Manager, Mann's Menswear,
900 Overlook Drive, Auburndale, Florida 33823
(813) 998-3400

Mrs. Ann Walsh, Media Specialist, Ridge Vo-Tech,
7700 St. Rd. 544, N, Winter Haven, Florida 33880
(813) 422-6402

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 01 | 4 |

# PERFORMANCE TEST FOR TASK NO. JA-01

**RVTC**

BU-7660-JA-01

**TASK:** Prepare a Resume

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** In an office situation, you will prepare a typewritten resume. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED: For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the arrangement easy to read? | | |
| 2. | Was the arrangement in logical order? | | |
| 3. | Was all personal information provided? | | |
| 4. | Was essential educational information in logical order? | | |
| 5. | Were all references included? | | |
| 6. | Were all activities and interests included? | | |
| 7. | No obvious erasures or corrections were noticeable? | | |
| 8. | No typigraphical errors were present? | | |

☐ MASTERY

Score ______ ☐ NON-MASTERY ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | 7660 | JA | 01 | | Page 1 of 1 |

DRAFT COPY

BU-*-JA-02

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Write Letters of Application

**DUTY:** Applying For a Job

**PURPOSE:**

A letter of application is your introduction to a potential employer. The purpose of the letter is to get an interview and a job. A prospective employee who can prepare effective application letters, is one step ahead of the competition.

* 7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | JA | 02 | JA-01 |

| REVISED | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** write one solicited and one unsolicited letter of application.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 22.

### ENABLING OBJECTIVES:

1. Identify letters of application.
2. Write letters of application.

| DEPT. | PROG. | DUTY | TASK |
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| BU | * | JA | 02 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify letters of application.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify letters of application. | 1. a. Text: How To Find and Apply For a Job, pages 26-36.<br>b. Instruction Sheet enclosed, Letter of Application<br>c. Instruction Sheet enclosed, How To Write a Letter of Application |
| 2. Study Resource No. 2 to identify types of letters of application. | 2. a.. Instruction Sheet enclosed, Unsolicited Letter of Application<br>b. Instruction Sheet enclosed, Solicited Letter of Application |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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# INSTRUCTION SHEET

**RVTC**

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## Letter of Application

The letter of application is your first opportunity to make contact with an employer. It is essential that this letter make a favorable impression on the employer to merit his further consideration of your qualifications for employment.

Mailing out letters of application is an economical way to contact a large number of prospective employers. Your rate of response to "blind letters" will not be too high. Be prepared to send out quite a few letters. Keep in mind that one good prospect may result in the employment that you seek.

Be sincere in the writing of the application letter. Avoid embarrassment and the wasting of time and effort by not sending letters to places of employment unless you are truly interested.

Your letter of application may be one of many to be received by an employer. The employer may quickly sort the letters received into several classifications depending upon his particular "whims". He may be a "bug" for neatness, legibility, sincerity, experience, etc. Your initial letter of application will provide a first impression of you. This first impression may serve to increase or limit your opportunities for further consideration.

The man reading your letter of application will judge you by the way you have presented yourself in your letter of application. Messy, poorly written letters will quickly find their way into the waste-paper basket; you may not even receive a reply.

Do not make application for employment for a position which you cannot handle. Make sure that your qualifications are such that you will have a reasonable chance of succeeding. Be honest about your qualifications. Do not make claims that you can't back up. Losing a job through misrepresentation of your qualifications will not serve as a good recommendation to a future employer.

Any attempt to hide physical disabilities could result in your

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## INSTRUCTION SHEET

**RVTC**

PAGE 2 OF 4

dismissal at a future date. Employers are willing to make allowances for these conditions in most cases. The employer who does not know about your disability may assign you to a job that would further endanger your health.

Employers are often too busy to interview every person who walks into their place of business. The person walking in "cold" expecting an interview is often stopped in the outer office and told, "We are not taking applications at present; contact us at a later date."

A well written letter of application will attract the attention of prospective employers. Even if there is not an opening at the time your letter is received, it will be filed for future reference. A good letter of application may mean you will be considered when new employees are needed.

The information on the following pages is provided for your use in writing a letter of application. Completion of a personal data sheet will be helpful in assembling the information needed for your letter.

LETTERS OF APPLICATION ARE SENT:

1. In response to advertisements
2. To employers referred to the applicant by Ridge Vocational Technical Center, placement bureaus, and other sources.
3. To apprentice committees, business agents, or other groups directly involved in selecting employees in a given trade.
4. To employers who are acquainted with the applicant's family
5. To employers whom the applicant respects and sincerely desires to serve as an employee
6. To employers who employ personnel with the applicant's qualifications
7. To employers located at too great a distance to be contacted by other means

KEEP EMPLOYMENT CONTACTS TO YOURSELF

Contacts with employers should be kept confidential -- do not discuss them with your friends -- to avoid any misunderstanding at a later date. Broadcasting your contacts to friends could result in a

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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stampede of applicants on the intended employer; this could certainly work to your disadvantage.

Discuss your contacts with your instructor, school counselor and/or placement director, and family. These people are interested in assisting you in making the best possible decision.

CONSIDER THESE SUGGESTIONS AND PLANS BEFORE DEVELOPING YOUR LETTER

1. Complete a personal data sheet as your first step.
2. Determine the type of employment that you are seeking before sending out any letters of application. Be specific.
3. Set up a list of employers who offer opportunities in your specific occupational field. Be sincere and submit letters only to employers who offer the kind of employment for which you are prepared. Once you have submitted a letter of application, you are committed to follow up the inquiries of the employer until a decision is made. *
4. Be certain that you are qualified for the position for which you are applying.
5. Find out as much as you can about an employer before applying. If possible, you should direct the letter to a certain individual.
6. Be able to provide a definite reason in your letter for making application for the position desired. You will be asked this question when interviewed.
7. Whenever possible, provide as a reference in your letter of application a person known to the employer and yourself.

   Obtain permission from persons whom you intend to use as references and acquaint these people with your plans by providing them with a copy of your personal data sheet. **

   Employers are going to check with the references you provide. Be certain that the references you have listed can give a good account of your experiences and personal characteristics.

   The employer may check with the school which you attended. YOUR SCHOOL IS JUST LIKE YOUR SHADOW--IT FOLLOWS YOU EVERYWHERE!
8. All letters of application should by typed on plain white paper(8½ by 11 inches). Quality paper that is easy to erase can be obtained from your local stationery store. The letter should be neat, properly arranged, and errorless (spelling, capitalization, punctuation).
9. Letters [illegible] be written by hand (with a pen) in applying for

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 02 | 1 |

a position that requires a great deal of writing but always type the personal data sheet.

10. Obtain No. 10 envelopes measuring 4 1/8 by 9 1/2 inches.
11. Fold the completed letter twice the narrow way, dividing the sheet into three equal parts, and insert in the envelope in a manner that will be convenient to the reader upon removal.

* Applicants must be willing to keep all appointments for interviews. If it is necessary to cancel an appointment, notify the employer as far in advance as possible.

** The more people whom you inform regarding your training and interest in locating suitable employment, the greater your chances are of receiving helpful tips on openings. Inform your friends of your intentions.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
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**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 2

## How To Write a Letter of Application

I. Let the Employer Know the Purpose of Your Letter

- A. Tell what advertisement you are answering
- B. Name the position for which you are applying

II. Show the Employer How Your Training Fits His Needs

- A. Put sales appeal in the first sentence
- B. Touch on your experience only briefly in the letter
- C. If experience seems unrelated to the job, point out some way to relate the two, such as, it was hard work but you did it well or you enjoyed the work and liked mixing with people.
- D. Experience can be full or part-time, tasks under the supervision of a teacher, helping someone during the summer, working for a church, volunteer work, club or organization activities, etc.
- E. Remember, the employer is looking for the best person to meet job needs.

III. Let Your Employer Know Your Personal Qualifications

- A. Little things tip the scale in your favor
- B. Activities, functions, groups, and hobbies can reveal leadership, ability to mix with people, etc.

IV. Remember To Get Permission From Your References

- A. Mention that references are listed on the personal data sheet and that permission to use the names was received
- B. The references can help bring out your better qualifications for that particular job if they know about the job
- C. Obtaining permission shows courtesy and knowledge of standard business procedure

V. Ask For An Interview

- A. Aim of letter is to get interview and job
- B. Ask for the interview near the end of the letter
- C. Make the action as easy for the employer as possible. Give the telephone number where a message can be left.

VI. Now Look At the Complete Letter

- A. Make it brief and to the point
- B. Have someone check the letter for clarity, correctness in spelling, grammar and general tone

VII. Final Copy

- A. Learn the name of the personnel manager if possible
- B. Type the letter officially, formally, and neatly unless otherwise specified

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 02 | 1 |

C. Be positive; do not list negatives
D. Enclose a stamped, self-addressed envelope (optional)
E. Enclose a resume

Refer to other sources before writing your letter of application. The local library, school media center and your instructor are helpful sources of information.

**AVOID THESE COMMON MISTAKES IN WRITING YOUR LETTER OF APPLICATION:**

1. Using abbreviations. Ms., Mrs., Mr., and Messers. are the exceptions to the rule.
2. Abbreviating the word advertisement. It should always be written out in its entirety. "Ad" is not acceptable.
3. Overusing the pronoun "I". A letter sprinkled with too many "I's" needs revision.
4. Dictating the time of the interview. Allow the employer the courtesy of setting the time to his convenience.
5. Running yourself down. The employer is interested in hiring an employee with confidence in his abilities.
6. Complaining and telling about your troubles. The employer is not interested in employing "trouble".
7. Referring to salary, working conditions, and other issues that are covered by company policy and included in the employee's handbook. Determine answers to these questions in advance of the interview, if at all possible.
8. Being "cute". The following statements are out of place in a letter of application: "I am a whiz on the lathe," "Employment with your company would be glamourous and the answer to all my troubles," "I dreamed that I was working for your company last night, so that is why I am applying."
9. Including information that is not pertinent to the position for which you are applying.

* In responding to some advertisements, it will be necessary to state a salary. It is wise to state that the salary is "negotiable" thereby making the company state what they are willing to pay for this position first.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Solicited Letter of Application *

* The applicant does not know of a vacancy, but would like a particular job with an employer.

6403 Vista Lane
Winter Haven, Florida 33880
November 1, 1978

Mr. E. R. Taylor
Taylor, Worth & Gaines
112 East Fourth Street
Winter Haven, Florida 33880

Dear Mr. Taylor,

I am very interested in a secretarial position with your firm. May I offer my qualifications which I hope will warrant your considering me for a vacancy in your office.

To begin serving you well, I shall need no "brush-up" skill sessions. I have just completed a specialized secretarial program at Ridge Vocational Technical Center. My shorthand speed is now 120 words a minute; my typing speed on straight copy is 80 words a minute.

Will you please consider my educational and work backgrounds shown on the attached resume. They indicate why I am confident of my competence, adaptability, and flexibility which I want to use in working with your firm.

I will be happy to come in for an interview at your convenience. My telephone number is 555-9877.

Sincerely,

Elanor B Richards

Elanor B. Richards

Enclosure: Resume

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## Unsolicited Letter of Application*

* The applicant knows of a particular vacancy.

1919 West Sycamore Street
Winter Haven, Florida 33880
November 1, 1978

Mr. Charles G. Thomason
Thomason Bookkeeping Services
3511 North Hall Avenue
Winter Haven, Florida 33880

Dear Mr. Thomason,

Please consider my qualifications for the position advertised in today's Winter Haven News Chief.

With my first bookkeeping study in high school I became aware that accounting would be an interesting occupation; advanced study at Ridge Vocational Technical Center has shown me it is a demanding and rewarding profession as well.

May I tell you personally about my interest in the accounting profession and the reasons I can meet your challenge. I'll meet you promptly at your convenience. My home telephone number is 555-2155.

My previous experience and educational background are outlined in the attached resume.

Thank you for your consideration.

Sincerely yours,

Walter L. Coleman

Walter L. Coleman

Enclosure: Resume

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 02 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Write letters of application.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to prepare you for writing letters of application. | 1. a. Instruction Sheet enclosed, Writing Letters of Application<br>b. Instruction Sheet enclosed, Sample Letters |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Prepare a rough draft of an unsolicited and solicited letter. Show the draft to your instructor before you advance. | 3. Instructor |
| 4. When you think you can perform this task, take the Performance Test. Make a carbon copy of the letter. | 4. Performance Test for task JA-02. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

**INSTRUCTION SHEET** **RVTC**

**PAGE 1 OF 3**

## Writing Letters of Application

### THE INSIDE ADDRESS

Refer to the sample letter.

Be careful about spelling and avoid all abbreviations.

### THE SALUTATION

Refer to the sample letters.

Your letter should be directed to an individual whenever possible.

Simply start your letter out Dear Miss, Mr., or Mrs. ________. Use the person's last name only.

If you do not know the name of a person to whom to direct the letter, then address the letter to the company and start with Dear Sir or Gentlemen. Dear Sir is used when the recipient of the letter will be a man. In case you are not sure of the recipient's being one man, use the word Gentlemen.

| | |
|---|---|
| Dear Mr. Smith: | Use this form when the person's name has been included in the inside address. |
| Dear Sir: | Use this form when you have not included the name of any particular person in the inside address but are certain a man will receive the letter. |
| Gentlemen: | Use this form when you are not certain as to whether a man or a woman will receive the letter. Use this form also when a letter is directed to a department, such as "Personnel Department", or to a company. |

### THE BODY OF THE LETTER

Refer to the sample letters and to various suggestions in these information sheets.

### THE COMPLIMENTARY CLOSE

Capitalize the first word of the closing. The forms listed below are acceptable:

Yours truly, Very truly yours, Yours very truly, Sincerely,

Sincerely yours,

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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**INSTRUCTION SHEET** **RVTC**

**PAGE 2 OF 3**

## THE SIGNATURE

The typed name on a letter is not your signature. Every letter of application must have a pen-written signature. Each person develops his own individual style for signing letters and other documents. The style, once selected, should be used constantly. Nicknames are to be avoided at all times in the letter of application. The style of the typed name on the letter indicates the way that the person wishes to be addressed. The examples that follow pertain to a married or single man having the name of John Jacob Smith and to a single woman named Alice Agnes Nelson.

A single man may select one of the styles below:

| | | | |
|---|---|---|---|
| Sincerely, | Sincerely, | Sincerely, | Sincerely, |
| John J. Smith | J.J. Smith | John Jacob Smith | J. Jacob Smith |
| John J. Smith | J. J. Smith | John Jacob Smith | J. Jacob Smith |

A married man may use the same style as a single man.

A single woman signs her name in the same style as a single man. A single woman may indicate that she is single by including "Miss" in parentheses before her pen-written signature or typed with her name.

| | | |
|---|---|---|
| Sincerely, | Sincerely, | Sincerely, |
| Alyce Nelson | Miss Alyce Nelson | Ms. Alyce Nelson |
| Alyce Nelson | Miss Alyce Nelson | Ms. Alyce Nelson |

A married woman should use one of the styles below:

| | | | |
|---|---|---|---|
| Sincerely, | Sincerely, | Sincerely, | Sincerely, |
| Mrs. J.J. Smith | Alyce Smith | Ms. Alyce Smith | Mrs. Alyce Smith |
| Mrs. J. J. Smith | Alyce Smith | Ms. Alyce Smith | Mrs. Alyce Smith |

A widow may elect to simply put "Mrs." in parentheses before her name or she may use any of the styles used by a married woman.

| | |
|---|---|
| Sincerely, | Sincerely, |
| Alyce Smith | Ms. Alyce Smith |
| Alyce Smith | Ms. Alyce Smith |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

# INSTRUCTION SHEET

**RVTC**

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A divorcee may use a number of styles but it is best to indicate "Miss" or "Ms" if she assumes her maiden name.

PRESSURE TACTICS ARE TO BE AVOIDED

Do not try to "blackmail" an employer into hiring you by using a statement like the following: "I have an offer from the so and so company for such and such and intend to take it." It is good practice to inform an employer of another opportunity which you are considering. It may be necessary to set a deadline on receiving a decision in regard to your employment. It is not a good idea to try to play one employer against another. You are within your rights to ask an employer to give you a definite answer when you have several jobs pending at the same time.

The larger the company, the more selective it usually is in hiring an employee. The company secures as many applicants as possible and then picks the person with the best qualifications for the job.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 4

## Sample Letters

The following letters of application are all suitable for your needs. Go over all, reading them and deciding which one may meet your needs when the time comes for you to write your own letter.

Route 1
Rochester, MN 46520
May 19, 1980

Mr. John Hanson
Personnel Director
Clement Car Company
321 First Avenue Northeast
Rochester, MN 46520

Dear Mr. Hanson:

Please consider this letter an application for a typist position in your company.

In June of 1981, I will graduate from the Ridge Vocational Technical Center. I will have completed a course in Clerical Occupations.

A record of my technical school courses and previous work experience is included on the attached resume.

I would appreciate the opportunity to arrange a personal interview at your convenience. I may be reached at the above address or by calling 216-176-4532.

Sincerely,

Bernard Nelson

Bernard Nelson

Enc: Resume

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 02 | 2 |

1508 Jefferson Street
Apt. 19
Winter Haven, Florida 33880
March 30, 1970

Kaiser Steel
Box 217
Winter Haven, Florida 33880

ATTENTION: Personnel Department

Gentlemen:

Are you searching for a qualified young secretary to serve in your organization -- a secretary who is qualified, dependable and loyal?

If you are.....I believe I'm just that person.

At the present time I am attending Ridge Vocational Technical Center a school that has transformed me from a shy, incompetent schoolgirl to a conscientious and reliable young lady. Not only have my secretarial skills increased, (shorthand at 100 words a minute; typing approximately 65 words a minute) but I have also gained a much better understanding of all types of people. I have also maintained a "A" average in courses taken at this post-graduate school

I have worked as a waitress at the Main Street Cafe, have babysat for children of all ages, and have even helped neighbors with farm work. This past experience has made me aware of responsibility and considerate of other people's feelings. Even if a customer or fellow worker is sarcastic or quarrelsome, it is the secretary's duty to remain cool and poised, never allowing unpleasent emotions to show.

To further substantiate my training and abilities, I am enclosing a course of study and a personal data sheet.

I plan to arrive in California June 22 and shall appreciate the opportunity of a personal interview with you at your convenience.

May I expect a reply from your highly regarded organization soon.

Sincerely,

Miss Elizabeth Jane Miller

Miss Elizabeth Jane Miller

Enclosures 2 (1) Course of study
(2) Personal data sheet

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

Box 191
Glenwood, MN 56334
June 14, 1980

Douglas County Family Service Department
Douglas County Courthouse
Alexandria, MN 56308

Attention: Mr. James J. Johnson

Gentlemen:

The position of Accounting Officer for the Douglas County Family Service Department has captured my attention. There are two specific reasons why I feel that I am well qualified to fill this position -- (1) high vocational aptitude, and (2) a comprehensive educational background.

When I was a student at Concordia College, Moorhead, Minnesota, twenty-three years ago. I took a vocational aptitude test. The areas of interest in which I scored the highest were "clerical and computational" and "social service". My basic interests have not changed substantially since that time. From 19__ to 19__ I was privileged to be a member of the Douglas County Welfare Board.

To advance my vocational skills, I returned to school in September, 19__. In May of this year I was graduated from the Ridge Vocational Technical Center, where I earned a Certificate of Accounting.

The course outline and resume which are enclosed are for your convenience in evaluating my qualifications.

After you have analyzed my qualifications in terms of your needs and have checked my references, I should very much like to come to your office to talk with you about the position. Please telephone me at 216-634-4885 to suggest a convenient time.

Sincerely,

Jane Smith

Jane Smith

Enclosures 2

(1) Course outline
(2) Resume

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

**INSTRUCTION SHEET** **RVTC**

PAGE 4 OF 4

405 First Street Southwest
Alexandria, MN 56308
February 15, 1980

Personnel Director *
Midwest Products Company
107 Washington Avenue North
Minneapolis, MN 55203

Dear Sir:

It is my desire to obtain employment with Midwest Products Company as an apprentice tool and die maker.

I graduated from the ______High School in 19__, attended one year at the Willmar Junior College, and will be completing my second year of training in Machine Shop at Central Area Vocational Technical Center this spring.

Enclosed is a brief course outline of the areas covered in the Machine Shop course. I have maintained a steady progress and will have completed about 2,000 hours of training when I graduate in May.

During the summer of 19__, I worked as an inspector at the Oliver Corporation Plant in Charles, IA 50616. Last summer I was employed by the Owatonna Tool Company as a turret lathe operator.

I would be very glad to complete any application forms that you may supply prior to a personal interview. I am in classes during the week but could be excused to come for an interview and a tour of your company at your convenience.

Additional information on my training may be obtained by contacting one of the following instructors at Central Area Vocational Technical Center: Mr. Neil Huber, Machine Shop Instructor or Mr. Walter T. Hill, Machine Shop Instructor.

Sincerely,

William Howard

William Howard

Enc: Resume

* Use this title only when the personal name is unobtainable.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by answering the items below.

T F 1. A solicited letter answers a newspaper advertisement.

T F 2. The opening sentence gives a telephone number.

T F 3. The aim of the letter is to get an interview and a job.

T F 4. A letter of application is a sales letter.

T F 5. Give clear instructions of where and when you can be reached in your letter.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

## SELF-CHECK

RVTC

Answer Key

1. F
2. F
3. T
4. T
5. T

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 02 | 2 |

# PERFORMANCE TEST FOR TASK NO. JA-02

RVTC

BU-*-JA-02

**TASK:** Write Letters of Application

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** In preparation for an interview, you will write an unsolicited and a solicited letter of application. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED:<br>For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the letter typed in the proper form?........... | | |
| 2. | Was the purpose of the letter stated in the opening?. | | |
| 3. | Was adequate information presented to show the applicant is suited for the job?.................... | | |
| 4. | Was experience shown to the applicant's advantage?... | | |
| 5. | Was the closing a tactful request for action?....... | | |
| 6. | Was information given as to where and when the applicant could be reached?........................ | | |

☐ MASTERY

Score______ ☐ NON-MASTERY ____________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | JA | 02 | |

Page 1 of 1

DRAFT COPY

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-JA-03

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Complete Application Form

**DUTY:** Applying For a Job

**PURPOSE:**

It is a fact that 75% of all applicants are "screened out" by employment application forms alone. A successful job applicant has the ability to complete the form accurately and neatly.

* 7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | JA | 03 | JA-02 |

REVISED :

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** complete the application form.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 23.

## ENABLING OBJECTIVES:

1. Identify job application forms.
2. Complete job application form.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | JA | 03 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify job application forms.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify job application forms and their characteristics. | 1. a. Text: How To Find and Apply For a Job, pages 37-49.<br>b. Instruction Sheet enclosed, Importance of the Application Form<br>c. Instruction Sheet enclosed, Phrases to Know<br>d. Instruction Sheet enclosed, What To Do About a Bad Record |
| 2. Complete Resource No. 2 to evaluate your knowledge of application forms. | 2. a. Instruction Sheet enclosed, Let's Get It All Together<br>b. Instruction Sheet enclosed, Check Your Facts |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 2

## The Importance of the Application Blank

Even though you may possess the skills necessary to get the job of your choice, it is a well known fact that 75% of all applicants are "screened out" by employment application forms. If you do not have the ability to properly complete such a paper, you would invariably be among the 75% screened out.

No matter what method of job application, most large businesses and industrial concerns require applicants for positions to fill out the application blanks. If you apply by letter, you may receive an application blank by mail with the request that you fill it out and return it to the company. You may wonder why, when you have written a rather complete letter of application, you are asked to fill out a blank. Sometimes, when you apply by mail, instead of being sent a blank, you will be asked to call for an interview and will then be asked to fill out a blank. The reason is that the application blank requests the exact data that the employer needs and some of these facts may have been omitted from your letter of application. Moreover, if uniform application blanks are used, the employer can study and compare the data of a number of applicants more easily than if he/she has to depend on letters alone.

Instead of applying by mail, you may call directly at the place of employment and then be asked to fill out an application blank. In some cases, you will be asked to prepare the blank before the interview with the employment manager, in other cases after the interview.

A company that maintains an employment office generally provides desks in the office at which application blanks may be filled out. If a blank is unusually long or if it asks for information that you may have to look up, you may be asked to take the blank with you and return it as soon as possible. On these occasions, whether at the employing concern or at home, it will be most helpful for you to have at hand your Resume and your Personal Data Sheet, which will help you

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

**RVTC**

**PAGE 2 OF 2**

to supply complete and accurate information.

If you are given an application blank, be sure to fill it out fully. Do not omit answers to any of the questions. Some of the questions may seem unnecessary or irrelevant, but you may be sure that the employer has a good reason for asking them. Consequently, if you do not answer all questions, you may not be considered for a position. If a question cannot be answered, place a horizontal line (————) neatly in the space to show that you did not omit the question. Keep in mind also that the neatness with which the blank is filled out will be considered by the employer. Some blanks may be filled out on the typewriter; others must be filled out in the applicant's own handwriting. Follow directions in this matter. If you are preparing the blank in the employment office, hand it in unfolded, unwrinkled, and free from finger marks.

REMEMBER

IF YOU HAVE A TENDENCY TO MISSPELL WORDS -- CARRY A SMALL POCKET DICTIONARY WITH YOU. DO NOT TAKE A CHANCE OF LOSING A JOB BECAUSE OF SPELLING MISTAKES.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

## Phrases to Know

There are many words and phrases on an application blank. Some may be new to you. Here's what they mean:

NAME: LAST FIRST MIDDLE

Your last name is sometimes called "surname" and is your family name -- like Molloy, Eldred, DeVore. Your first name is the name you were given by your parents -- like John, Harold, Charles. Your middle name is exactly that, the one in the middle -- like John Patrick Molloy.

PERMANENT ADDRESS

The place where you usually live.

PREVIOUS ADDRESS

The last place you lived before you moved to your present address.

MARITAL STATUS

Are you married? Single? Divorced? Widowed? Separated?

Note: You do not have to answer this question if you so choose.

NOTIFY IN CASE OF EMERGENCY OR NEXT OF KIN

Name and address and telephone number of someone your employer can call in case you get hurt or sick on the job. This is usually your wife, husband or parents.

SPOUSE'S NAME

Your spouse is your husband or wife.

NUMBER OF DEPENDENTS

This question means how many other people depend on you to pay for their support.

DISABILITIES OR PHYSICAL DEFECTS

Any handicaps or physical problems which might make it hard for you to do certain kinds of work, such as "trick knee" or "bad back". If you have a disability, be sure to talk to a Vocational Rehabilitation Counselor or our SERVE staff about how to present this disability

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

to an employer.

CITIZENSHIP STATUS

U.S. citizen?

Resident alien? (from a foreign country but living here permanently)

Non-resident alien? (from a foreign country but not yet living here permanently)

Date naturalized and naturalization number:

The date you become a U.S. citizen if you were not born here, and the citizenship number you got when you became a citizen.

DRAFT CLASSIFICATION

If you are a male over 18, whether you have been in service or not, you should have a classification and a draft card. (The law still states that you must register for the draft within 30 days before or after your 18th birthday. At the present time, however, all draft registration has ceased. Guidelines are now being prepared for a once-a-year registration.

EDUCATION

All schools you have attended from elementary (grade school) on. You should know the years you went to each school.

SUBJECT OR COURSE: The general kind of classes you took at each school.

EXTRACURRICULAR ACTIVITIES: Things you took part in outside of classes at school.

GRADUATED: If you graduated, give the date.

SPECIAL SKILLS

This means something you are good at. For example, typing, office machines, writing, driving a truck, speaking Spanish or German or some other foreign language, operating special equipment, etc.

HOBBIES

Things you like to do in your spare time: pool, sports, dancing, etc.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

**INSTRUCTION SHEET** **RVTC**

PAGE 3 OF 4

HAVE YOU EVER BEEN ARRESTED?

You will learn more about how to handle this in the next information sheet. For now, there are two important words to know:

ACQUITTED: Tried and found not guilty.
CONVICTED: Tried and found guilty.

HAVE YOU EVER BEEN BONDED?

Many employers ask you to be bonded, particularly if you are going to handle money. This means that the bonding company gives insurance, in a way, that you are honest. If you have been bonded in the past, it is in your favor. If you were not considered honest, the bonding company would not have taken a chance on you.

PERSONAL REFERENCES

If you looked up and wrote down the names, addresses and telephone numbers of three (3) people who know you and will speak well of you, now you copy these on the application blank. This saves time. You don't have to look up these names over and over again in the telephone book. They are also on your Resume which you completed in a previous guide. You should have a copy of your Resume with you at the time you fill out an application.

EMPLOYMENT RECORD

All the jobs you have had. Be sure to put down part-time jobs. Get this list together and write it down. Then just copy it on the application form. You list your most recent job first, then work backwards. For each job, you will probably be asked to give some of the following information:

FROM - TO: Dates employed.
KIND OF BUSINESS: What kind of company you worked for.
JOB TITLE: Name of the job you had.
DUTIES: Usually there is not enough space to list your duties on your last job. Just put down what you did and keep it as short as possible.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 4 OF 4

SALARY: START - END: What you earned when you began the job and what you were earning when you left the job.

REASON FOR LEAVING: This is very important. Sometimes reasons are long and complicated. So try to find a few words that sum up the situation such as "resigned", "temporary job", or "back to school". If you were fired, you can say "left with the agreement of the employer".

COMPENSATION CLAIM

Did you ever get money for an injury you got on-the-job?

GIVE DETAILS OR GIVE PARTICULARS: Tell what happened, where, when, why and how.

POSITION DESIRED

Type of work you are applying for.

SALARY DESIRED

It is best here to put "OPEN" or "NEGOTIABLE". Find out from the interviewer what they are willing to offer for this opening before you let him/her know what you want.

SOURCE OF REFERRAL

Who or what gave you the idea to apply for a job at this place.

WHOM DO YOU KNOW IN OUR EMPLOY

Do you know anyone else working in this company?

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

**INSTRUCTION SHEET** **RVTC**

**PAGE 1 OF 1**

## What To Do About a Bad Record

Many people get "into trouble" at some time in life -- most of all when they are young. Maybe they don't do well in school and get poor marks. Maybe they get into trouble with the law. Maybe they do other foolish things they are sorry about later.

Maybe these things happened to you. Maybe they happened only once. Maybe they happened when you were very young. It is true that some employers might still hold these things against you. There are other employers who will try to understand and give you another chance. But remember, employers have ways of finding out.

If you have done better since you got into trouble, or if you plan to do better from now on, say so on your application blank. Your employer might see that you are honest and that you sincerely want to do a good job.

Remember -- if you have a police record and do not admit it, the employer may find out later on. When that happens, you could lose your job.

If the offense was a juvenile offense, you may put a question mark in that blank because you technically cannot be arrested for a juvenile offense and the blank does state "arrested". Please see your Communications Instructor for assistance in answering these types of questions.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Let's Get It All Together

Below you will find a list of items you will need in order to fill out an application form. Be sure to check your Personal Data Sheet as you will have much of this information there. Be sure to obtain all items below since you will need them in completing application forms in a later task.

(1) -- A pen that writes well

(2) -- Social Security card

(3) -- Your draft card of your discharge papers

(4) -- Any special licenses or certificates required in the particular line of work

(5) -- Paper helpful in providing evidence of your qualifications (for example -- a union card, driver's license, or a sample of your work)

(6) -- Your medical history, including factors such as:
  a. major illnesses and operations
  b. allergies
  c. diseases against which you have been immunized

(7) -- Your Personal Data Sheet and file

(8) -- Additional information (write down in advance):
  a. Full name of both parents
  b. Mother's maiden name
  c. Facts about the interview -- name, title, location of office

(9) -- Overcome "word hurdles" by studying meanings of terms that may appear on an application form and the spelling of frequently misspelled words.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Check Your Facts

Below is a list of the information included on most application forms. On a separate sheet of paper answer the items listed for the job you want. Be sure to be as complete as possible.

### PERSONAL OR GENERAL INFORMATION

1. Name --
2. Address -
3. Telephone Number -
4. Social Security Number -
5. Birthdate -
6. Age -
7. Birthplace -
8. Height -
9. Weight -
10. Health (Record of diseases and any physical disorders) -
11. U.S. Citizenship or other -
12. Marital Status (Single, Married, Separated, Divorced, Widowed)-
13. Number of Dependents -
14. Military Service -
15. Reserve Status -
16. Selective Service Number -
17. Type of work desired or specific job -
18. Date available to start work -

### EDUCATION

1. Names and addresses of Elementary Schools, High Schools, Trade or Business Schools, Colleges or other schools attended.-
2. Dates entering and leaving each school -
3. Highest grade or level of education completed -
4. Training programs completed or certificates, diplomas, or degrees received -

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

EMPLOYMENT EXPERIENCE

1. Name and addresses of previous employers -
2. Dates entering and leaving each job -
3. Titles of jobs held -
4. Reason for leaving each job -
5. Last wage or salary received in each job -
6. Names of immediate supervisors and titles -

REFERENCES

Names, addresses and telephone numbers of at least three persons (besides employers) who can give character references.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 6

## Sample Applications

On the following pages, you will find examples of various forms of application blanks. Please check the items over carefully. Read over each application and observe the varied questions that are asked. Your Performance Test for this Guide will consist of filling out an application free of error. So, take this opportunity to observe these samples.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 2 |

**OFFICE USE ONLY**
Reff. by ____
Date ________
Dept. ________
Acc. ___ Rej. ___

Page 2 16 of 6

CODE

## APPLICATION FOR EMPLOYMENT

BOARD OF COUNTY COMMISSIONERS
POLK COUNTY, FLORIDA
P.O. BOX 60, BARTOW, FLORIDA
33830

Position applied for: ________________

Date

**PERSONAL DATA:**
Please Complete all blanks.

NAME ________________________ SOCIAL SECURITY NO. ________________
(First) (Middle) (Last)

MAILING ADDRESS ________________________ TELEPHONE NO. ________________
(Street) (City) (State)

**FOR CLERICAL APPLICANTS ONLY**

Typing Speed ________ Words per minute ________
Shorthand Speed ________ Words per minute ________
What office machines do you operate? ________________________

**FOR HOSPITAL EMPLOYEES ONLY**

Would you work fulltime? ______ Partime ______ Specify ________________
Shift Preference (hours) 7-3 ____ 3-11 ____ 11-7 ____ Could you rotate shifts? ________

Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? You may omit (1) traffic violations for which you paid a fine of $30.00 or less; (2) any offense committed before your 18th birthday which was finally adjudicated in juvenile court or under a youth offender law.
Yes ______ No ______

While in military service were you ever convicted by a general court-martial? Yes ____ No ____
If your answer is YES give details below. Show for each offense (1) date (2) charge (3) place (4) court, and (5) action taken.
NOTE: A conviction does not automatically mean you cannot be appointed. What you were convicted of and how long ago, are important. Give all of the facts so that a decision can be made.

The following information is requested solely for the purpose of obtaining facts pertinent to Workmen's Compensation Insurance and is not intended to be, nor will it be, used in any discriminatory manner.

HAVE YOU EVER:

| | YES | NO | | YES | NO |
|---|---|---|---|---|---|
| Had Surgery | ☐ | ☐ | Injured your back | ☐ | ☐ |
| Been seriously injured | ☐ | ☐ | Had a hernia | ☐ | ☐ |
| Been made ill by your work | ☐ | ☐ | Had any type joint injury | ☐ | ☐ |
| Had heart trouble | ☐ | ☐ | On the job injury | ☐ | ☐ |
| Have you any physical limitations, defects or disabilities | | | | ☐ | ☐ |

IF ANY OF THE ABOVE ANSWERS ARE YES PLEASE EXPLAIN IN DETAIL ________________

Were you previously employed by us? ______ If yes, when? ________________
Do you have any relatives employed by Polk County? ______ Relationship ________________
Who ________________ Where employed ________________ Job title ________________
Are you now employed? ______ If appointed, when can you start? ________________
Do you have a valid drivers license? ______ Number ________________

P.C. Form 118 Rev. 10/76

# APPLICATION FOR POSITION

**EEOC & FCCC Approved Form**

| | | | |
|---|---|---|---|
| Position Applied For | Permanent ☐<br>Temporary ☐ | Part Time ☐<br>Seasonal ☐ | Date Available |

## PERSONAL INFORMATION

| | | | | |
|---|---|---|---|---|
| Last Name | First Name | | | Social Security Number |
| Present Permanent Address | City | County | State | Zip Code |
| Home Phone No. | Date of Birth † | | | |
| Any physical limitations?<br>Yes ☐ No ☐ | If so, please explain | | | |
| Active duty in U.S. armed forces?*<br>Yes ☐ No ☐ | Dates of Duty<br>From To | Branch | | |

## EDUCATIONAL INFORMATION

| Circle highest grade completed | Grade School | High School | College | Post Graduate |
|---|---|---|---|---|
| | 1 2 3 4 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | BS/BA MA PHD |

| | | |
|---|---|---|
| Name and Address of last High School | Date of Graduation | Have you passed GED Test?<br>Yes ☐ No ☐ |

| Type School | Name and address of School | From | To | No. Qtr. Credits | No. Sem. Credits | Degree | Major |
|---|---|---|---|---|---|---|---|
| College/ University | | | | | | | |
| College/ University | | | | | | | |
| Graduate | | | | | | | |
| Technical | | | | | | | |
| Technical | | | | | | | |
| Military | | | | | | | |

List any correspondence courses, special courses, seminars, workshops, training sessions, etc., that might relate to this position. Also list any licenses or certificates relating to position.

*(Not to be asked in New Jersey)
†(Except in Michigan)
Form No. OA-201

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Developed by The McMurry Company

| FOR OFFICE USE ONLY | |
|---|---|
| Code | Possible Positions |
| A B C G<br>D E F<br>1 2 3 4 5 U | |

# THE CITY OF WINTER HAVEN
# APPLICATION FOR EMPLOYMENT

| FOR OFFICE USE ONLY | |
|---|---|
| Ref. | Dept.: |
| | |
| | |
| | |
| | |

NAME ______________________________ SOCIAL SECURITY NO. ______________
LAST FIRST MIDDLE

PRESENT ADDRESS ______________________________ TEL. NO. ______________
NO. STREET CITY STATE ZIP

POSITION(S) APPLIED FOR: ______________________________ FULL TIME? ______________

IF TEMPORARY, ENDING DATE: ______________ IF PART-TIME ☐ MORNING ☐ AFTERNOON ☐ EVENING

HAVE YOU EVER BEEN CONVICTED OF A FELONY? ______________ IF YES, GIVE DETAILS ON BACK OF THIS PAGE.

IF YOU HAVE RELATIVES EMPLOYED BY US, GIVE THEIR NAMES AND RELATIONSHIP: ______________

IF NECESSARY, DO YOU HAVE A VALID OPERATOR'S LICENSE? ______________ VALID CHAUFFEUR'S LICENSE? ______________

DO YOU HAVE ANY PHYSICAL DEFECTS, SUCH AS BACK PROBLEMS OR INJURIES OR A HEART CONDITION, WHICH MIGHT BE AFFECTED BY, OR LIMIT YOUR CAPABILITIES IN, THE JOB FOR WHICH YOU ARE APPLYING? ______________ IF SO, WHAT ARE THEY: ______________

HAVE YOU SERVED IN THE U. S. ARMED FORCES? ______________ IF SO, IN WHAT BRANCH? ______________

ENTRY DATE: ______________ DISCHARGE DATE: ______________ RANK AT DISCHARGE: ______________

LIST SERVICE DUTIES AND TRAINING: ______________

## EDUCATION

(You are not required to fill in this section of the application to be considered for jobs which have no specific educational requirements.)

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

| School | Name and Address of School | Course of Study | Circle Last year | Did you Graduate? | List Diploma or Degree |
|---|---|---|---|---|---|
| Elementary | | | 5 6 7 8 | YES<br>NO | |
| High | | | 1 2 3 4 | YES<br>NO | |
| College | | | 1 2 3 4 | YES<br>NO | |
| College | | | 1 2 3 4 | YES<br>NO | |
| Other (Specify | | | 1 2 3 4 | YES<br>NO | |

LIST ANY SPECIFIC SKILLS WHICH YOU MAY HAVE WHICH YOU WOULD LIKE US TO CONSIDER: ______________

## EMPLOYMENT AND EXPERIENCE RECORD

LIST BELOW ALL PRESENT AND PAST EMPLOYMENT, BEGINNING WITH THE MOST RECENT.

| Name & Address of Latest Employers | Kind of Work Done | Reason For Leaving | Period Employed From– To | Earnings |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? ______________ IF NOT, INDICATE BY NUMBER WHICH ONE(S) YOU DO NOT WISH US TO CONTACT: ______________ ______________

The facts set forth above in my application for employment are true and complete. I understand that if I am employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

Date ______________ ______________________________
Signature of Applicant

Page 5 of 6 19

# Confidential Employment Application

(Please Print)

## Personal Data

Date ______

Name ______ Last First Initial ______ Social Security No. ______

Address ______ Street City State Zip ______ Telephone No. ______

Height ______ Weight ______ Single ______ Married ______ Widowed ______ Divorced ______ Separated ______

Total No. Dependents ______ Do you own a home? ______ Rent? ______ Board? ______ U.S. Citizen: Yes ______ No ______

In case of emergency notify ______ Name Address Tel. No Relationship

Have you had any serious illness or physical handicap? Yes ______ No ______ If yes explain ______

Have you ever received compensation for occupational injury or disease? Yes ______ No ______

If yes explain ______

Have you ever been employed by this company? Yes ______ No ______

If yes, when? From ______ To ______ Position ______

Who referred you to us? ______

Are you a veteran? Yes ______ No ______ Branch of service ______ Final Rank ______

## Education

| School | Name & Location | Years Completed | Degree Received/Major Field |
|---|---|---|---|
| High | | | |
| College | | | |
| Graduate School | | | |
| Other | | | |

NATIONAL 46-990 Printed in U.S.A.

(Continued)

# APPLICATION FOR EMPLOYMENT

**jack eckerd drug company**

*APPLICANT PLEASE NOTE:* **ANSWER ALL QUESTIONS COMPLETELY.** Use blue or black ink. This becomes a permanent record if employed.

**The Jack Eckerd Drug Company** is an equal opportunity employer. All applicable Federal and State laws will be adhered to, and the right to consideration without regard to race, color, religion, national origin, sex, age, or physical handicap. The company will make all reasonable efforts to accommodate religious observances.

| | | | | |
|---|---|---|---|---|
| Please Print: Last Name | First | M.I. | Are you 16 years of age or older? YES ☐ NO ☐ (Work permit may be required) | Social Security No. |
| Street Address | City | State | Zip Code | Telephone |
| IN CASE OF EMERGENCY NOTIFY: Name | Street Address | City | State | Telephone |
| How long have you lived at your present address? | How would you get to work? | Type of work desired | Full Time ☐<br>Part Time ☐ | |
| Who Suggested You Apply? | Are you willing to work shifts, including weekends and holidays if required? YES ☐ NO ☐ | List any hours you are not willing to work | Salary Expected<br>$______ Per____ | |
| Have you ever worked for this Company? YES ☐ NO ☐ | If "Yes" location | Date left | Reason left | |
| Have you been convicted of a criminal offense? YES ☐ NO ☐ | Explain: | Name of relatives working for this Company: | Location | |
| Do you have the legal right to live and work in the U.S.A.? YES ☐ NO ☐ | | Have you ever taken a narcotic or hard drug without a physician's prescription? YES ☐ NO ☐ | | |

| EDUCATION: Name and Address of School | YEAR From | YEAR To | Circle Year Completed | Class Standing | |
|---|---|---|---|---|---|
| High School | | | 1 2 3 4 | | |
| College | | | 1 2 3 4 | Major/Degree | Grade Point Avg. |
| Other | | | | | |
| | | | | | |

| | | | |
|---|---|---|---|
| Were you in the U.S. Armed Services? YES ☐ NO ☐ | What branch? | Dates of Service From To | Rank at discharge |

270

**FOR COMPANY USE ONLY AFTER EMPLOYMENT**

NEW HIRE ☐ REHIRE ☐

STORE/LOCATION NUMBER

EMPLOYEE NUMBER

JOB CODE

ACCOUNT CODE

| | | |
|---|---|---|
| FED. DEP. | STATE DEP. | CITY |

DATE STARTED WORK

DEPARTMENT NAME

JOB TITLE

BASE WAGE OR SALARY $______ Per______

FULL TIME ☐ TEMP. ☐
PART TIME ☐ ON CALL ☐

EEO CODE (Circle One)
W N O I S

DATE OF BIRTH
MONTH DAY YEAR

MALE ☐ FEMALE ☐

**The United Fund** Has Been Explained To Me and I agree To Participate Through Payroll Deductions. My Fair Share is 30¢ per $100.00 of my salary, or 3/10 of 1%.

YES ☐ NO ☐

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| | |
|---|---|
| EMPLOYEE SIGNATURE | DATE |
| APPROVED | DATE |
| APPROVED | DATE |
| APPROVED | DATE |
| APPROVED | DATE |

Page 6 of 6

20

## SELF-CHECK

**RVTC**

Directions

Evaluate your knowledge by answering the items below.

T F 1. Your success in obtaining a job may depend on the manner in which you complete an application form.

T F 2. Leave blank any questions you cannot answer on the application form.

T F 3. Keep your personal inventory handy to fill out application forms.

T F 4. The length of the application form depends on the business and kind of work.

T F 5. When returning an application form by mail always use a large (No. 10) envelope.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 2 |

## SELF-CHECK

RVTC

Answer Key

1. T
2. F
3. T
4. T
5. T

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 2 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Complete job application form.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify various application forms. Study the types of questions asked. | 1. Instruction Sheet enclosed, Sample Applications |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Listen and complete Resource No. 3. | 3. Sound Page: "Employment Applications", 4.0 - 4.5. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task JA-03. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 03 | 2 |

# PERFORMANCE TEST FOR TASK NO. JA-03

**RVTC**

BU-*-JA-03

**TASK:** Complete Application Form

STUDENT'S NAME ____________________ DATE ____________________

**DIRECTIONS TO STUDENT**: In an interview situation, you will complete an application form. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED: For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the application neatly prepared? | | |
| 2. | Was the application legible and easy to read? | | |
| 3. | Was every blank filled in? | | |
| 4. | Were all words spelled correctly? | | |

☐ MASTERY

Score______ ☐ NON-MASTERY ____________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | JA | 03 | | Page 1 of 1 |

BU-7660-JA-04

DRAFT COPY

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

CLERICAL OCCUPATIONS

## A STUDENT LEARNING GUIDE

**TASK:** Participate in Job Interview

**DUTY:** Applying For a Job

**PURPOSE:**

How well you represent yourself in an interview will determine whether or not you are hired. The ability to "sell yourself" is the key to landing a job. A successful job seeker knows how to make an important first impression.

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | |

| REVISED: | | | | |
|---|---|---|---|---|
| 6/80 | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** an employer,

**YOU WILL:** participate in a mock interview. Keep all paperwork prepared in this Duty in a separate folder for later use.

**HOW WELL:** You must successfully complete the Written Test and score 100% on the Performance Test.

**NOTE:**

**IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.**

## ENABLING OBJECTIVES:

1. Analyze physical characteristics as they pertain to interview rating factors.
2. Identify making a good first impression.
3. Investigate physical aspects of the interview.
4. Participate in job interview.
5. Write follow-up letter.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | 7660 | JA | 04 |

# ENABLING OBJECTIVE NO. 1

RVTC

Analyze physical characteristics as they pertain to interview rating factors.

## LEARNING STEPS

1. Read Resource No. 1 describing selling yourself in an interview.
2. Complete Resource No. 2 to identify interview rating factors.
3. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: How To Find and Apply For a Job, pages 50 - 65.
2. a. Instruction Sheet enclosed, Are You Ready To Win?
   b. Cassette: "The Interview"

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Are You Ready To Win?

Listed below are the interview rating factors.

### PERSONAL APPEARANCE

1. Cleanliness 2. Neatness in grooming 3. Neatness in clothing 4. Appropriate clothing 5. Good health 6. Evidence of enthusiasm in bodily movements

### PERSONALITY TRAITS AND MANNERISMS

1. Enthusiasm 2. Interest 3. Maturity 4. Poise 5. Self-confidence 6. Absence of nervous habits or mannerisms (tapping one's foot on the floor or talking too loudly, for example)

7. Friendliness (but not familiarity) 8. Sense of humor

9. Sincerity 10. Courtesy and tact 11. Honesty and frankness

12. Tolerance

### ABILITY TO COMMUNICATE

1. Ability to listen 2. Ability to communicate in writing

3. Expression of self-confidence in speech 4. Ability to think and speak clearly 5. Effective use of voice and good grammar

6. Evidence of interest in company and job through intelligent questions 7. Evidence of career planning (knowledge of goals, plans and self in relation to jobs) 8. Special school or community services 9. Hobbies 10. Recreational and cultural interests

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Identify making a good first impression.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify positive points for interviewing. | 1. Instruction Sheet enclosed, Positive Points for Interviewing |
| 2. Evaluate your knowledge by completing the Self-Check. Turn your work in to your instructor. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | .2 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Positive Points for Interviewing

Carefully read this material and concentrate on the positive points. Attaining these skills will make a great deal of difference in getting the job you interview for.

### GAINING POINTS

1. Looking like a winner -- neat, clean, sharp appearance and good first impression.
2. Willing to accept beginning job requirements and conditions; eager to prove self and work hard toward achievement.
3. Willing to accept beginning salary; has checked salary for the type of job.
4. Demonstrating maturity, poise, self-confidence, courtesy, tact and advance preparation.
5. Arriving for the interview on time -- even a few minutes early.
6. Coming to the interview alone.
7. Knowing about the company and how you can fit into the organization.
8. Having given some thought to occupational goals and plans; having an understanding of the relationship of this job to these goals and plans.
9. Asking and answering questions intelligently.
10. Having a pleasant manner and being a good listener.
11. Expressing yourself well.
12. Showing interest and enthusiasm.
13. Having a good or acceptable school record.
14. Being open, honest and straightforward about any questionable factors in the record.
15. Avoiding criticism of others.
16. Giving the appearance of good health.
17. Looking interviewer in the eye while talking.
18. Having a firm handshake.
19. Appearing to be industrious and eager to work.
20. Indicating tolerance.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 2 |

GETTING PENALTIES

1. Looking like a loser -- beat, unclean appearance and inappropriate clothing.
2. Unwilling to accept beginning job requirements and conditions; wants good job without responsibilities that go with it.
3. Asking for unrealistic salary that is higher than that established for that company.
4. Demonstrating immature attitudes and behavior, lack of self-confidence, nervousness and no advance preparation.
5. Arriving late or not at all for the interview.
6. Bringing a friend or relative to the interview.
7. Knowing nothing about the company or the job for which you are applying.
8. Having no idea what you want to do in life; saying "I'll do anything".
9. Answering questions with "yes" or "no" and asking nothing about the job and its opportunities and requirements -- only asking about salary and benefits.
10. Being a "know-it-all" or having a "chip on your shoulder".
11. Failing to have good voice, diction or grammar.
12. Showing lack of interest and enthusiasm -- passive, indifferent.
13. Having poor school record -- just got by.
14. Making excuses and hedging on unfavorable factors in record.
15. Criticizing former bosses and teachers.
16. Looking sickly or lacking vitality.
17. Failing to look interviewer in eye -- appearing insecure.
18. Having a limp, weak handshake..
19. Appearing to be lazy -- a "goof-off".
20. Indicating intolerance and strong prejudices.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

1. Assuming that a job opening exists and that an applicant is qualified for a particular job, list as many reasons as you can that might cause him to lose out on the job because of his actions during the interview.
2. What is rule number one of the interview game?
3. How can you carry out rule number one?
4. What are some of the factors that interviewers consider in rating an applicant?
5. What do you consider the most important point at the time of the interview?
6. Assume for a minute that you have your own business. Would you be concerned about the personal appearance of your employees? Explain your answer.
7. What is meant by the statement "We tend to act the way we are dressed"?

Place a check (✓) beside each point or penalty that applies to you. Perhaps you would find having a friend rate you more objective. Use a separate sheet of paper.

GAINING POINTS IN CERTAIN INTERVIEWS

1. Hair clean, neatly styled.
2. Teeth brushed, pleasant smile, no unpleasant breath.
3. Clean hands.
4. Clean body and clothing, no unpleasant body odor.

GETTING PENALTIES IN CERTAIN INTERVIEWS

1. Dirty hair or a style appropriate for a party rather than work.
2. Teeth dirty looking or unpleasant breath.
3. Dirty hands or nails.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 2 |

# SELF-CHECK

**RVTC**

5. Clean neat, business like clothes with good color coordination, no "way out" styles.
6. Hose with no runs, good fit in hose.
7. Well-shined shoes with no obvious repairs needed.
8. Good posture with evidence of enthusiasm in bodily movements.

4. An unclean look or unpleasant body odor.
5. Clothes dirty, wrinkled, inappropriate for position.
6. Hose with runs or those that are baggy, no hose.
7. Dirty shoes, no shoes, sandals.
8. Poor posture, slumping, indifference or hostility evident in bodily movements.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 2 |

# ENABLING OBJECTIVE NO. 3

RVTC

Investigate physical aspects of the interview.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify the interview. | 1. a. Instruction Sheet enclosed, Once You Have An Interview<br>b. Instruction Sheet enclosed, What Do I Do When I Get There?<br>c. Instruction Sheet enclosed, What Should Happen? |
| 2. View and complete Resource No. 2 to see an actual job interview. Turn your work in to your instructor. | 2. a. Videocassette: "The Employment Interview"<br>b. Instruction Sheet enclosed, Viewing the Interview |
| 3. Practice answering questions that will be asked on a job interview by completing Resource No. 3. | 3. Exercise enclosed. |
| 4. Evaluate your knowledge by completing the Self-Check. | 4. Self-Check enclosed. |
| 5. Go on to Enabling Objective No. 4. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 3 |

**INSTRUCTION SHEET** **RVTC**

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## Once You Have An Interview

1. Find out if you can, something about the company, gross product output, company policies, the product itself, associate companies, etc. (this information is available from bankers, the chamber of commerce or other people who work there).
2. Reassure yourself. The interviewer is interested in hiring someone who will benefit the company. You have talents and abilities and the interviewer will notice them.
3. Have an extra copy of your resume. The copy you sent ahead may have been misplaced or not readily available. Bring pencil, pad and a notebook. It shows you are ready to work.
4. Be prepared. Know yourself. Be ready to answer the questions the employer will ask: "Why do you want to work for me?" "What experience do you have?"
5. Dress appropriately. Don't overdress. Careful grooming will produce a most important first impression. Your appearance should equal ability, common sense, taste, etc. Get a good night's rest so you look alert.
6. Time yourself. Arrive for your interview ahead of time. You may have to wait a while, but you will make good that impression. Tell who you are and who you wish to see. You may have to fill out an application.
7. Check ahead. If the job is in a strange town, be sure of transportation to and from the interview. Check weather forecast. Carry all necessary items with you.
8. Write and or go to a minimum of three companies for whom you would like to work, if possible.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 3 |

## INSTRUCTION SHEET

**RVTC**

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### What Do I Do When I Get There?

The first few moments you are in an interviewer's office may determine whether or not you will get the job. Study each of the following steps carefully.

THE PRELIMINARY EVENTS

I. Applicant enters office where interview takes place.
  a. Greets receptionist or secretary
  b. Applicant states name
  c. Applicant identifies purpose for being there
    1. If an appointment has been made: "Good afternoon, I'm __NAME__. I have an appointment at 4:00 with Mr. Jones for an interview to discuss the opening for a payroll clerk."
    2. If no appointment has been made: "Hell-o, I'm __NAME__. I'd like to apply for the secretarial job you advertised."

II. Applicant completes application form

III. Applicant takes any required tests

IV. Applicant waits until called into the interviewer's office.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
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**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 1

## What Should Happen?

The following is a list of what an interview should be and do. You may wish to add to this list.

I. What the interview should do -- goals:

  a. Give information
  b. Get information
  c. Build good public relations or make a friend

II. What the interview should be -- characteristics:

  a. A two-way process (a give and take affair) with both the applicant and the interviewer giving and getting information.
  b. An objective discussion based on facts, rather than feelings.
  c. Constructive -- accomplish something -- not just talk or, much worse, an unpleasant experience.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 3 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## Viewing the Interview

View the videocassette "The Job Interview". You will see a real student and a real employer. We do not present these sessions as the "right" or "wrong" way to conduct or respond in an interview. Rather, we do see it as fairly typical of the kinds of interaction present when a student applies for a job. We hope you will put yourself in the place of the applicants, think along with them in response to questions, compare your personal responses with those made by applicants, develop some kind of "feel" for what it is like to be involved in this kind of situation. This is real, this is happening. Before long this could be you! Try and be prepared for job seeking in a practical, knowledgeable manner.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 04 | 3 |

## Directions

After viewing the cassette, answer these questions on a separate sheet of paper.

1. How does the physical appearance of the student affect the individual viewing the cassette?
2. Why does the interviewer emphasize particular points?
3. If you were the employer, would you bring out other facts? What?
4. How does the the student communicate knowledge of the occupation?
5. What clues does the interviewer give which indicate interest in seeking this particular student for a job?
6. Do you see any clues from both the student and the interviewer which suggest either positive or negative reactions to the other person during the interview?
7. Did the student attempt to "sell" their self, and, if so, did this "selling" affect the interviewer?

Below you will find three areas in which interviewers usually ask questions; be sure not to fall into the trap of just answering "yes" or "no". Remember, each question is an opportunity to tell the interviewer about your good points.

### PERSONAL INFORMATION

1. Can you tell me something about yourself?
2. Do you have any hobbies -- special things that you like to do?
3. What was it like at home while you were growing up?
4. Did you participate in any extracurricular activities? What were they, or why not?
5. Do you prefer to work alone or with others?
6. How do you spend your spare time?
7. Can you take instructions without feeling upset?
8. What is your major strength?
9. What is your major weakness?
10. Do you find it difficult to get along with people having different backgrounds and interests from yourself?
11. What do you hope to be doing five years from now?

### EDUCATIONAL INFORMATION

1. What subjects in school did you like best? least?
2. Did you attend school regularly? How many days were you out on an average per year?

3. How did you do in your training programs?.
4. How far did you go in school?
5. Do you feel that you did your best work while you were in school?

OCCUPATIONAL INFORMATION

1. Why would you like to work for this company?
2. Are you looking for permanent work?
3. In what type of work are you most interested?
4. What specific job do you want here?
5. What qualifications do you have for this work?
6. What jobs have you had? Why did you leave? What were your duties?
7. What salary do you expect? (It would be to your advantage to say "negotiable" -- that will allow the interviewer to make the move.)
8. How do you feel about working overtime?
9. When can you begin work?
10. How did you become interested in this field?
11. How did you become interested in this company?
12. What do you know about this company?
13. What job in our company would you choose if you were entirely free to do so?

# SELF-CHECK

Directions

Evaluate your knowledge by answering True or False to the items below on a separate sheet of paper.

1. If you have sent a copy of your resume to your interviewer, you will not need to bring one to the interview.
2. Be prepared to ask questions during the interview.
3. An interview is a two-way communication process.
4. A prospective employee should have an idea of the salary to expect.
5. Being prepared is the best advice for going on a job interview.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 3 |

# SELF-CHECK

RVTC

Answer Key

1. F
2. T
3. T
4. T
5. T

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 3 |

# ENABLING OBJECTIVE NO. 4

**RVTC**

Participate in job interview.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. View and rate Resource No. 1 which identifies a student interview with an employer. | 1. a. Videotaped interview located in the Media Center<br>b. Rating Sheet enclosed. |
| 2. Assemble interview portfolio. | 2. Instruction Sheet enclosed, Interview Portfolio |
| 3. Make an appointment with your instructor for a mock interview. Be sure you have everything you need for the interview. | 3. Instruction Sheet enclosed, Mock Interview |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task JA-04. |
| 5. Go on to Enabling Objective No. 5. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 4 |

Rating Sheet

RVTC

## Directions

As you view the videotaped interview, rate the interview by answering "YES" or "NO" on a separate sheet of paper.

1. Was applicant clean shaven with a neat haircut?....................
2. Were teeth clean?....................................................
3. Were hands and nails clean?..........................................
4. Was hair clean?......................................................
5. Was applicant dressed appropriately?.................................
6. Were shoes clean?....................................................
7. Was good standing and sitting posture used?..........................
8. Was interviewer promptly greeted by applicant?.......................
9. Did the applicant state their name? .................................
10. Was the purpose of the call stated?.................................
11. Did the applicant shake hands when the interviewer offered?........
12. Did the applicant remain standing until invited to sit down?.......
13. Did the applicant sit comfortably and erect?........................
14. Were hands, elbows, and papers kept off the desk?...................
15. Was applicant polite and courteous without overdoing it?...........
16. Was gum chewing eliminated?.........................................
17. Did applicant supply brief, accurate information to questions?.....
18. Were answers to questions well thought out?.........................
19. Was applicant careful not to monopolize interview?..................
20. Did applicant ask pertinent questions concerning the job?..........
21. Did the applicant secure a clear answer in regard to wages?........
22. Did applicant avoid giving any impression in regard to wages?......
23. Did applicant secure an answer as to whether further consideration would be given?.........................................................
24. Was the applicant calm throughout the interview?....................
25. Was correct English used?...........................................
26. Was self-confidence displayed?......................................
27. Was the applicant a good listener?..................................
28. Was the applicant alert, interested and enthusiastic?...............
29. Were annoying mannerisms avoided?...................................

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 2

## Interview Portfolio

Another way to sell yourself in a job interview is to prepare an interview portfolio. This is a notebook of your achievements, interests and goals.

It serves the following purposes:

1. Shows you are organized
2. Tells what you have done and can do
3. It is very effective if you are shy, your work can do the talking

This portfolio is taken with you on an interview to show the prospective employer. It is a binder containing all papers necessary to effectively improve your chances of getting a job. The contents may be indexed for easy reference to specific areas of your training. Items in the portfolio will include the resume, samples of work, awards, certificates, commendations, letters of recommendation, and an instructor-certified copy of your best five-minute timed writing.

The following items may be included, depending on your skill area:

1. Resume
2. Samples of Work
    a. Technical Typing (invoices, math)
    b. Legal Typing (contract, will)
    c. Medical Typing
    d. Statistical Typing (horizontal tabulation, vertical tabulation)
    e. Reprographics (spirit duplicating, mimeograph duplicating)
    f. Accounting (combined cash journal, ledger sheets, trial balance)
    g. Shorthand (notes, transcribed letters)
    h. Other samples of work depending on course content
3. Certified copy of best five-minute timed writing
4. Certificates, awards
    a. Typing Awards
    b. Organizational Awards
    c. Letters of Recommendation
    d. Program Certificate of Completion

This portfolio will be revised and modified as you gain experience and training. You will be proud to show it to a prospective employer.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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# INSTRUCTION SHEET

**RVTC**

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## Mock Interview

Listed below are the steps to follow in preparing for a mock interview with your instructor.

1. Make an appointment with the instructor.
2. Follow the recommendations for a good interview found in this guide.
3. Be sure to bring your resume portfolio with you at the time of the interview.
4. Treat this as a serious procedure.
5. Remember, dress for the interview as if you were going on an actual interview.
6. You will be rated according to:
    a. personal appearance
    b. actual interview
    c. attitude

REMEMBER: YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION!

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 04 | 4 |

# PERFORMANCE TEST FOR TASK NO. JA-04 CONT'D

BU-7660-JA-04

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED (CONT'D): | YES | NO |
|---|---|---|---|
| 10. | Did applicant supply brief, accurate information to questions? | | |
| 11. | Were answers well thought out? | | |
| 12. | Was applicant careful not to monopolize interview? | | |
| 13. | Did the applicant ask pertinent questions concerning the job? | | |
| 14. | Did the applicant secure a clear answer in regard to wages? | | |
| 15. | Did applicant avoid giving any impression in regard to wages? | | |
| 16. | Did the applicant secure an answer as to whether further consideration would be given? | | |
| 17. | Was the applicant calm throughout the interview? | | |
| 18. | Was correct English used? | | |
| 19. | Was self-confidence displayed? | | |
| 20. | Was the applicant a good listener? | | |
| 21. | Was the applicant interested and enthusiastic? | | |
| 22. | Were annoying mannerisms avoided? | | |

# ENABLING OBJECTIVE NO. 5

RVTC

Write follow-up letter.

## LEARNING STEPS

1. Read Resource No. 1 to identify the qualities of a follow-up letter.
2. Draft a follow-up letter for your mock interview.
3. Evaluate your work by completing the Self-Check.
4. When you think you can attain this task, take the Written Test.

## RESOURCES

1. a. Text: How To Find and Apply For a Job, pages 66 - 69.
   b. Instruction Sheet enclosed, Sample Follow-up Letter
2. Typewriter
3. Self-Check enclosed.
4. Written Test for task JA-04.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 5 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Sample Follow-up Letter

To strengthen the possibility of getting the job you applied for, write a letter of thanks. By showing your appreciation you may swing the balance in your favor. A successful applicant writes concise, courteous letters to follow-up an interview.

123 Orange Drive
Winter Haven, Florida 33880
January 14, 1980

Mr. Thomas Eppley
Disco Manufacturing Inc.
40 Industrial Park
Winter Haven, Florida 33880

Dear Mr. Eppley,

Thank you for taking the time to talk with me on Monday about the secretarial job in your Quality Control Department.

My recent course at Ridge Vocational-Technical Center has given me the qualifications necessary for this position.

I look forward to hearing from you. If any additional information is needed, please telephone me at 555-3478.

Sincerely,

Jean Morrow

Jean Morrow

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | 7660 | JA | 04 | 5 |

# SELF-CHECK

RVTC

## Directions

Evaluate your work by answering the items below.

All items must receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was the arrangement easy to read? | | |
| 2. Was it arranged in logical order? | | |
| 3. Was applicant courteous? | | |
| 4. Was applicant concise? | | |
| 5. Was the position applied for mentioned? | | |
| 6. Was the day of the interview mentioned? | | |
| 7. Were errors or erasures eliminated? | | |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | 7660 | JA | 04 | 5 |

# PERFORMANCE TEST FOR TASK NO. JA-04

**RVTC**

**TASK:** Participate in Job Interview

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** In an office situation, you will participate in a job interview. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED<br>For successful attainment ALL items must receive a "YES" response | YES | NO |
|---|---|---|---|
| 1. | Was applicant clean with a neat haircut?.................... | .... | .... |
| 2. | Were teeth clean?.................... | .... | .... |
| 3. | Were hands and nails clean?.................... | .... | .... |
| 4. | Was hair clean?.................... | .... | .... |
| 5. | Was applicant dressed appropriately?.................... | .... | .... |
| 6. | Were shoes clean?.................... | .... | .... |
| 7. | Was good standing and sitting posture used?.................... | .... | .... |
| | Actual Interview | | |
| 1. | Was interviewer promptly greeted and called by name by the applicant?.................... | .... | .... |
| 2. | Was the applicant's name stated?.................... | .... | .... |
| 3. | Was the purpose of the call stated?.................... | .... | .... |
| 4. | Did applicant shake hands when the interviewer offered to do so?.................... | .... | .... |
| 5. | Did the applicant remain standing until invited to sit down?.................... | .... | .... |
| 6. | Did the applicant sit comfortable and erect?.................... | .... | .... |
| 7. | Were hands, elbows and papers kept off the desk?.................... | .... | .... |
| 8. | Was applicant polite and courteous without overdoing it?.................... | .... | .... |
| 9. | Was gum chewing eliminated?.................... | .... | .... |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ____________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | 7660 | JA | 04 | | Page 1 of 2 |

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DRAFT COPY

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

**TASK:** Demonstrate Knowledge of Job Success

**DUTY:** Applying For a Job

**PURPOSE:**

Many employees believe their future success depends on how well they do their job. However, "keeping your nose to the grindstone" does not always spell success. A successful employee knows how to work effectively and win.

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7660
7680

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# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** demonstrate knowledge of job success.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 25.

## ENABLING OBJECTIVES:

1. Identify how to get started on a job.
2. Identify how to hold a job.
3. Identify how to get a better job.
4. Demonstrate knowledge of job success.

| DEPT. | PROG. | DUTY | TASK |
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## ENABLING OBJECTIVE NO. 1

RVTC

Identify how to get started on a job.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and listen to Resource No. 1 to identify getting started on the job. | 1. a. Instruction Sheet enclosed, Getting Started On the Job<br>b. Gregg Secretarial Training Cassettes, Tape 5, "Getting Along With Your Boss" and "Getting Along With Your Fellow Workers" |
| 2. Read Resource No. 2 to identify what it takes to be a successful office worker. | 2. Instruction Sheet enclosed, What It Takes To Succeed as a Secretary or an Office Worker |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
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# INSTRUCTION SHEET

RVTC

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## Getting Started On the Job

A lot of new employees think that work will be different from school. This is not always the case. Your new employer will expect much of the same things that your instructors expected. The rules of work are just as important as the rules were at school. Especially, when you consider the fact that you could lose your job by violating certain rules.

Be realistic when you begin your new job. You will have a lot to learn both in technical skills and in human relations. Learn to follow directions and be patient. It takes most new employees about a year to feel competent in a new position.

Below are some tips to help you get started on the job.

1. Carry a notebook or steno pad with you and use it. Don't rely on your memory for everything. You will be getting a wealth of information those first few days.
2. Always be on time for work. Make sure you have a way to get there. Your employer is not interested in excuses if you are late.
3. Ask questions when necessary. It is better to ask than go off on the wrong track.
4. Take the exact time allowed for breaks and lunch. Your employer is paying you for a full day of work; enjoy rest periods, don't abuse them.
5. Be willing to learn and work hard.
6. Don't gossip or be a troublemaker. Don't imitate the person next to you. He or she may not be there tomorrow.
7. Use appropriate grooming for your place of work.
8. Read the employee handbook carefully to know what is expected. Devote time to read any materials given to you so you can understand your company policy.
9. Have a positive attitude. Good manner, cheerfulness, and cooperation are always appreciated.
10. Be patient. Your supervisor had his or her first job once and knows what you are going through.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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**INSTRUCTION SHEET** **RVTC**

**PAGE** 1 **OF** 2

## What It Takes To Succeed as a Secretary or an Office Worker

Many people become secretaries. Some are happy and successful in their work; others, who are just as intelligent, are restless and dissatisfied. Why? The Johnson O'Connor Human Engineering Laboratories, a non-profit group which has tested half a million people for job aptitudes since 1922, has an explanation: It's a matter of your natural abilities and your basic personality. A good secretary, they told us, needs special clerical ability, a natural ease in dealing with paperwork, figures, and symbols, as well as high finger dexterity. Without the clerical ability, she/he makes mistakes, falls behind, daydreams, and is just plain unhappy. Without finger dexterity, a secretary never masters the skills well enough to enjoy the work

In her book, Be Yourself, which reports on Johnson O'Connor career research, Margaret Broadley explains that clerical workers and private secretaries need two different kinds of basic personalities. To spend hours typing, doing accounts, running machines, or performing other solitary tasks, clerical workers need a "subjective" personality. Which makes them enjoy concentrating on the task at hand rather than working with people. A private secretary needs to enjoy dealing with people. If she has independent responsibilities for various activities, a secretary needs a good amount of inductive reasoning talent -- i.e., the ability to form a logical conclusion from scattered facts. Certain other qualities will interfere with a secretary's concentration, and will make her restless and bored. High creativity or a strong talent for thinking in three dimensions, or high ability to think ahead and foresee situations coupled with a strong inner drive to succeed, all make a secretary constantly restless for new challenges and finally make her dissatisfied with the career she's chosen.

In addition to secretarial work, there are, of course millions of other office clerical positions. Unfortunately, many men and women

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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# INSTRUCTION SHEET

**RVTC**

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who disliked reports and paperwork in high school or college turn to office employment when they leave the classroom. Then, if they are dissatisfied with their jobs or their performance in those jobs, they may worry about their capabilities in general.

To succeed at any kind of office paperwork, you need the same high finger dexterity and strong talent for dealing with symbols and figures and paperwork that secretaries must have. If school reports and the like irritated you, office jobs are probably not your best career possibility.

Material was reproduced with permission from S. R. Redford, Jobmanship, Macmillan Publishing Co., Inc., New York, 1978, pp. 122 - 123.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## SELF-CHECK

**RVTC**

Directions

Evaluate your knowledge of job success by solving the following job problem.

### HOSTILITY

Lupe was a self-confident, sophisticated woman with a high potential. She recently took a job working under four editors at a large publishing concern. Her position was classified as a general office clerk and typist. The pay was good. The hours and location were great.

Everything went beautifully for a while. Everyone admitted Lupe was a superior employee. It wasn't long, however, before three things began to bother her. First, the job itself was boring. It was all too routine and just did not challenge her enough. Second, she was certain she could do a better job of editing than some of the editors.

She also thought she could get along well with the art department, coming up with creative ideas to improve manuscripts and many other things that only editors were in a position to do. Third, she could sense the hostility coming from a few of the other women around the office, especially from one of the editors she worked for.

What kind of human-relations mistakes might Lupe have made? What would have made it possible for her to move into a more challenging position with the blessings and support of the other people in her department?

Now compare your answers with the Suggested Answer Key.

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| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 1 |

## Suggested Answer Key

### HOSTILITY

It is possible that Lupe transmitted her hostility to her superiors and co-workers in such a way as to injure relationships. In other words, her attitude may have been showing in a negative and disturbing manner. First, she could have built better relationships with her co-workers by spending more time with them and by being more concerned with their problems. Second, she could have set out to prove that she was editorial material by doing superior work in the field. That way she might be given opportunities to participate in some of the more exciting assignments. Griping about her present routine assignments would not accomplish this. Lupe should have helped the editors in such a way that they would go to bat with management to make her an ediotr.

*"Better late than never."*

Ibid., Page 202.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## ENABLING OBJECTIVE NO. 2

RVTC

Identify how to hold a job.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify how to hold a job. | 1. a. Tape: How To Get and Hold a Job<br>b. Instruction Sheet enclosed, Keep a Positive Attitude |
| 2. Read Resource No. 2 to identify absenteeism. | 2. Instruction Sheet enclosed, Absenteeism and Work |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 05 | 2 |

**INSTRUCTION SHEET** **RVTC**

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## Keep a Positive Attitude

It is very difficult to keep a positive attitude when things get tough. But to be successful on a job you must "hang in there" even if you are discouraged or get bogged down in the course of everyday routine.

Remember, no job is perfect. A good job will have some negative and some positive points. However, you can focus on the pleasent things and this will in turn influence your positive attitude.

A positive attitude is essential for career success because:

a. Positive employees have more energy, are productive and alert.

2. A positive attitude is contagious. People receive friendly signals, making them feel good, and this contributes to their own productivity on the job.

3. Supervisors see your attitude in how you approach your work, get along with others, and handle problems. This has a great deal to do with your future success. You will be given greater consideration for promotion if you remain positive.

This all sounds great -- but how do you keep it up in the daily routine?

1. Positive or negative attitudes effect every area of our life. Work on being positive at home and it will follow you to work, and vice versa. One atmosphere complements the other.
2. Talk about the positive. Think about what you do want, not what you don't want. Constant gripers are never pleasent to be around. Don't let someone with a negative attitude trap you into thinking that way.
3. Look for the good things where you work. No person, job, or company is perfect. If you plan on working somewhere for a long time, concentrate on the good features.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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**INSTRUCTION SHEET** **RVTC**

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## Absenteeism and Work

A successful worker takes pride in his attendance and punctuality. You may be a great worker, but if you are frequently late or absent you risk destroying a good working relationship with your boss and co-workers. In fact, you could eventually lose your job due to a poor attendance record.

One way or another absenteeism costs the company money. The most obvious one is that the company must add the extra staffing to make up for the absenteeism. For example, if there is work for ten employees and the absence rate runs at ten percent, there will have to be eleven people on the payroll to finish the work. Also, the company may have to pay for overtime to complete the work that should have been done during absences or tardy periods. Finally, the morale of employees with good attendance is lowered because they must work harder when their co-workers are absent or late.

To avoid hurting a good work record, consider the following tips when staying home from work:

a. Stay home when you are honestly sick and it could hurt the other worker's health.

b. If you will not be productive, stay home.

c. Stay home if you have a family emergency.

Notify your company as soon as you have decided to stay home and give them the reason. If you are absent more than one day, report on your progress daily; inform them when you will return. Save any sick-leave time for a real emergency. You never know when or if you may use it.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## SELF-CHECK

**RVTC**

### Directions

Evaluate your knowledge of absenteeism by solving the following.

### HABITS

It didn't come as a surprise to Gary's friends when they heard he was in trouble with his company because of absenteeism and chronic lateness. It was the same pattern he had followed on campus--always missing classes and always showing up late. Of course, it was a little different on campus, because he could turn on his charm and manipulate teachers. With his immediate supervisor, personnel people, and other company managers, however, it was another matter.

Gary was called on the carpet for the third time three months after he started the management training program. Everybody was nice in his approach to the problem, but it was finally made clear that Gary should either start changing his habits or consider working elsewhere. The strange thing about it all was that Gary really wanted to be successful. It was a good job. It was a fine company.

Why had he permitted himself to build such a poor record? Here are three reasons: (1) he had underestimated how difficult it would be to change the habits he had developed in school, (2) he couldn't bluff as easily in the business world, and (3) he failed to understand that by being late or absent he was hurting his relationships with others because it put an extra burden on their shoulders.

At any rate, Gary admitted that he had started off on the wrong foot. He did have a poor record as far as absenteeism and lateness were concerned. He did have a reputation for being undependable. Now he had a very difficult decision to make. Should he stick with his company, try to change his habits, and work hard to live down the poor record? Or should he resign and start over with a new company?

What would you advise Gary to do?

Now compare your answers with the Suggested Answer Key.

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| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 2 |

## Suggested Answer Key

"As bad as *that*...?"

### HABITS

Gary quickly created an extremely difficult situation for himself. He damaged his personal reputation as a management trainee among a number of key management people. He also seriously hurt his horizontal relations with his co-workers. The damage was so serious that Gary might have to look elsewhere for a fresh start.

Although it took only three months for Gary to create this situation, repairing his damaged reputation could be slowgoing and quite difficult. It takes time to live down a bad reputation. It also takes patience. And in Gary's case, it would take a whole new set of habits.

Should he try?

It would depend upon whether or not Gary can find another company that would equal his present one. Can he locate another job as a management trainee in the kind of organization he wants? Is it in the geographical area he wants? Does it have all the advantages and benefits of his present company?

If so, Gary should start over. If not, he should do two things: (1) strongly discipline himself as far as being absent or late was concerned, so that no further damage would be done; (2) make a special effort to rebuild the relationships he previously injured. Gary's personal progress would depend heavily upon the success he achieved.

Ibid., page 196.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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# ENABLING OBJECTIVE NO. 3

RVTC

Identify how to get a better job.

## LEARNING STEPS

1. Read and listen to Resource No. 1 to identify how to get a better job.
2. Complete the Self-Check.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. a. Instruction Sheet enclosed, Why Work?
   b. Gregg Secretarial Training Cassettes, Tape 6, "Asking For a Raise or Promotion"
   c. Instruction Sheet enclosed, Getting a Better Job.
   d. Instruction Sheet enclosed, Change Jobs?
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 05 | 3 |

# INSTRUCTION SHEET

**RVTC**

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## Why Work?

Why do you work? It depends. Different people work for various reasons. When you are successful in your work, you feel content and worthwhile. Besides the obvious financial gain, work gives you a chance for socializing, a sense of achievement, and recognition. You may have the ability to do a particular job, but no interest in that type of work. Be careful not to drift into the wrong type of work because of pressure. Anyone who enjoys his work knows what a really satisfying job can offer.

If you wonder why you are staying in a low-paying job, when you could make more money elsewhere, one of the above reasons could explain it. The pay for your job may be low, but the psychological income is very high.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 3 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 2

## Getting a Better Job

Sometimes a job does not turn out as promised. You may find you are getting nowhere and it is time for a change.

Gather together all the information you used in getting your present job and begin your search. Keep in mind your added experience and skills you have gained. Think about what a prospective employer needs that you can contribute.

The following tips should help you get a better job.

1. Make the most of your present job. Take your time in looking for employment. It will mean good references from your present employer, and you are gaining experience and a chance to grow.
2. Plan a new resume. Make it specific about your new experience.
3. Check all sources of employment as you did when you were looking for your first job.
4. Keep your employment agency, guidance counselor, and past instructor up-to date on any new courses you take, promotions received, or plans for a change.
5. Be fair to your present employer. Give notice of your intent to leave. Tell what your plans are. He/she may want you enough to give you a better job. If you are fair with your employer he/she will most likely write a better reference for you.
6. Sometimes better paying work requires more education. It is never to late to pursue additional training to get the job you want.
7. Carefully review all the information you received in this learning packet on getting a job. The procedure for getting a job is the same, but you have added confidence.

One final note:

You will always strengthen your chances of getting a job by leaving a resume with the employer. Do your job hunting early in the morning. Monday is usually a better day than Friday. Morning interviews seem to go smoother than the ones in the afternoon.

As before, remember the interviewer usually makes up his mind in the

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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# INSTRUCTION SHEET

**RVTC**

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first five to ten minutes of the interview. Be able to answer the interview questions. You should have more confidence of your ability now, but you have one mouth and two ears for a reason, so create a good impression.

Write a follow-up letter as you did for your first job. This is often the deciding factor as to who gets the job.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 3 |

**INSTRUCTION SHEET** **RVTC**

**PAGE 1 OF 1**

## Change Jobs?

Most people try 2 or 3 jobs before landing one that is right for them. Whenever you decide to change jobs it is a very serious step. Before resigning from a position, consider the following:

1. Are you resigning during an emotional upset? A resignation should be a rational decision.
2. Have you talked over your possible resignation with your employer? A brief conference with a supervisor can halt a foolish resignation.
3. Is there a personality conflict? Do not let one person or a petty conflict ruin a promising career.
4. Are you productive? An employee who is not productive hurts himself and the company.

If you have considered all alternatives and decide to resign, go about it as follows:

1. Tell your employer face to face. You will feel better and gain more respect.
2. Explain your reasons. Honesty is always the best policy.
3. Give notice. Give at least two weeks' notice so your employer can find a replacement.
4. Continue to be productive. Leave a clean record and don't take advantage of the fact that you are leaving.
5. Help train your replacement. Give the person assuming your job any assistance that will make the changeover easier for everyone.
6. Be positive. Avoid any negative comments. Always resign in such a way that you could seek re-employment later.
7. Say good-bye. Be courteous. Remember those who helped you in any way.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 3 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge about getting another job by solving the problem below.

FRUSTRATION

It took Victor three months to make up his mind to switch to the new company. His decision to do so was based primarily upon the promise that they would push him ahead as fast as possible. In his opinion his previous firms had never given him the opportunity to move ahead at a pace that was satisfying to him.

Everything went well until he discovered that an engineer, less experienced than he, had been promoted. This caused him to wonder whether he had been oversold on the opportunities that were available to him.

Shortly before Vic had completed six months with the company, he was asked if he would accept a transfer to another plant some 200 miles away. He accepted and became very excited because he thought it would eventually mean a big promotion for him. On reporting to work at the new plant, however, he discovered he had little more responsibility than the one he had left. There was no discussion of a pay increase. Having built up his hopes, Vic felt let down.

Then other things happened. He soon learned that his living expenses were higher in the new location. His wife told him that the schools were not as good. One negative thing after another happened until Vic became increasingly frustrated. One afternoon after two weeks in the new assignment, he walked into the personnel department and explosively released his pent-up feelings.

Halfway through the outburst the personnel officer said, "Slow down, Take it easy. Cool off. Relax." Then he proceeded to read a letter just received from the home office announcing that Vic was to replace a man who had just received a promotion himself. It was a big jump.

Was Vic justified in his outburst? What might he have done to prevent it? Did he harm himself permanently, even though he did receive the promotion?

Now compare your answers with the Suggested Answer Key.

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| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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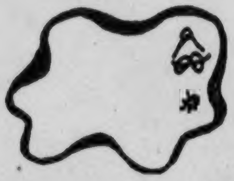
## Suggested Answer Key



"Me and my big mouth"

### FRUSTRATION

The company was at fault for not having better communication with Vic regarding his future role. Even so, it would be difficult to justify such an outburst in a man with his education and experience.

What could Vic have done to prevent it? If he had been sufficiently aware of his building inner tensions, he might have been able to release them off the job -- by working in his yard, playing golf, or taking part in some other physical activity that would better suit his style.

It is doubtful whether Vic had seriously hurt his career at this point. This, of course, depended on the personnel officer who was on the receiving end of the outburst. If he was aware of the frustration-aggression idea, he could have easily appreciated Vic's behavior and not made a negative judgment against him.

However, the personnel director could have interpreted Vic's outburst as unstable or immature behavior.

To play it safe Vic should have done everything possible to strengthen his relationship with the personnel officer. If he felt an apology was in order, he should have offered it. He would have benefited from his experience substantially if it taught him to watch for inner signals of tension. That way, he could divert any aggressive behavior into less harmful channels.

Ibil., page 201.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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## ENABLING OBJECTIVE NO. 4

RVTC

Demonstrate knowledge of job success.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify job success. | 1. Instruction Sheet enclosed, Successful Employment |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task JA-05. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | JA | 05 | 4 |

# INSTRUCTION SHEET

**RVTC**

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## Successful Employment

There are many jobs. One or more of them is right for you. Know yourself and find a job to fit your needs. Know where to look for your job -- know how to get it -- how to hold it. Let your job help you become a happier, more productive person.

Money may not be everything, but no one really is ecstatic about poverty. A good job means a nice home, security, respect for yourself and independence. Work can give you a sense of values, an important place in the world.

If you hope to live a long, healthy life, make an effort to find a job you like and one that makes you proud to do successfully.

Life insurance companies have done studies on employment related to length of life. They have concluded that an important factor in determining good health and long life is personal job satisfaction.

People tend to thrive on work that they enjoy. It spilled over into other areas of their life, and makes life in general more enjoyable.

Don't be discouraged if you don't get the job you thought you would. The next one may be just right for you. Keep looking. Another opportunity is waiting.

There are many jobs available................one of them is for you.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 05 | 4 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge of employment success by solving the following.

### PREFERENCE

Angelo was a college dropout who had nevertheless received excellent training in business management while he was enrolled. He was now twenty-two and married. Angelo was considered by his close friends to be a strong leader, highly ambitious, independent, frequently impatient and easily frustrated.

Angelo was interviewed the same week by company A and company B. After more than two weeks of investigation both companies offered him good jobs. Company A was a dynamic risk-taking corporation that made little effort to develop its own people. In fact, it took great delight in hiring top people away from competitive companies. They were interested in Angelo primarily because of his leadership ability and the fact that he would become immediately productive as an employee.

Company B, on the other hand, was a slow, steady company that offered a great deal of security to employees. They had a very firm PFW policy. The liked Angelo primarily because of his long-range potential and his apparent human-relations sensitivity.

Although the starting salary with company A was substantially higher, the training program with company B was superior. All other significant factors were similar. Which company do you think Angelo should have gone with? What factors should he have considered in making his decision?

Now compare your answers with the Suggested Answer Key.

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| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
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| BU | * | JA | 05 | 4 |

## SELF-CHECK

### Suggested Answer Key

PREFERE

"What's in it for me?"

PREFERENCE

Angelo had an intriguing but difficult decision ahead of him. In making it he should have taken a long look at himself. Where would his personality have fit in best? How important was immediate monetary success versus long-range security to him? What were his long-term goals? If Angelo became impatient and frustrated over slow but steady progress, he should have thought twice about joining a company with a firm PFW policy. The zig-zag route to the top might be easier.

On the other hand, if Angelo was willing and able to adjust to the longer, slower route, company B is his best bet. They could provide more and better training, would perhaps encourage him to finish college at night at their expense, and might keep better track of him.

If Angelo sought immediate success, and he was willing to take the risks involved, company A would have been his best bet. They might have pushed more responsibility his way sooner. They might also have been less stifling and have expected less conformity.

He should have kept in mind, however, that he might have had to train himself more. The inside competition might have been more aggressive. He might not have been given much time to prepare for additional responsibility. There is also the possibility that he might have found it advisable to move from one company to another to make it to the top.

There are many hidden factors involved in such a decision. Angelo should have weighed each one carefully. He would also have been wise to talk it over with his wife, since her happiness was also important to his decision.

Ibid., pages 198-199.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | JA | 05 | 4 |

# PERFORMANCE TEST FOR TASK NO. JA-05

RVTC

BU-7660-JA-05

**TASK:** Demonstrate Knowledge of Job Success

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** You will demonstrate knowledge of job success. You will be evaluated for attainment of this task, based upon the items listed below.

| CRITICAL ITEMS * | ITEMS TO BE EVALUATED: For Attainment, all items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the job problem identified?...................... | | |
| 2. | Was the problem resolved using the techniques described for job success?...................... | | |

☐ MASTERY

Score ______ ☐ NON-MASTERY ____________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | JA | 05 | | Page 1 of 1 |

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BU-*-CO-02

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# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Locate and Record Information From a Dictionary

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

The dictionary is a major source of information for communicating. Quick and accurate use of the dictionary will help you attain effective communication.

*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 02 | OB-03 |

| REVISED: | | | | | |
|---|---|---|---|---|---|
| | | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:**

**YOU WILL:** locate and record the information on the answer sheet provided in 10 minutes.

**HOW WELL:** You must successfully complete the Written Test.

## ENABLING OBJECTIVES:

1. Identify, locate, and record information from the various sections of a dictionary.
2. Locate and record syllabication, diacritical marks, definitions and synonyms.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 02 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify, locate, and record information from the various sections of the dictionary.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No.1 to identify uses of a dictionary. | 1. Instructions Sheet enclosed, Dictionary as a Reference Book |
| 2. Locate the various sections of the dictionary. | 2. a. Standard dictionary<br>b. Instruction Sheet enclosed, Sections of the Dictionary |
| 3. Evaluate your knowledge of the dictionary sections by completing the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No.2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

INSTRUCTION SHEET RVTC

PAGE 1 OF 1

## Dictionary as a Reference Book

The general dictionary has a main mission and a secondary mission. Regardless of price, number of entries, or any other considerations, a dictionary is useless if it fails to indicate spelling, meaning, pronunciation, and syllabication (word division). Surprisingly enough, there are some that fail on one or several of these counts.

As a secondary mission, a dictionary, preferably in a single alphabet, should indicate etymology; have major place names (with a clear indication of whether it is a river, a mountain, or other item); major personal names from history, mythology, and the Bible; foreign terms; phrases; synonyms and antonyms; abbreviations; and general slang terms clearly marked. Most dictionaries include other types of information, almost of an encyclopedic nature, and almost all have illustrations of varying number and quality.

In considering any dictionary, the golden rule is "the worst is better than none, and the best cannot be expected to go quite true." There is no perfect dictionary, and never will be until such time as the language of a country has become completely static--an event as unlikely as the discovery of a perpetual-motion mechanism. Language is always evolving, if only because of the addition of new words and the change in meaning of older words. Nor is any single dictionary sufficient. Each has its good points, each its defects.

The second rule, which should be self-evident, but rarely is followed: Consult the preface and explanatory notes at the beginning of a dictionary. The art of using a dictionary successfully, as any reference book, is understanding how it is put together. This is particularly important in a dictionary because of the constant use of shortcuts in form of abbreviations, various methods of indicating pronunciation, and grammatical approaches.

Adapted from: Introduction to Reference Work: Vol.1 Basic Information Sources; Katz. McGraw-Hill, 1969

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 1 OF 1

## Sections of the Dictionary

1. Explanatory notes -- How to use the dictionary.

2. Guide to pronunciation -- The key to pronouncing words with reference to sound, shown in phonetic symbols.

3. List of abbreviations -- The shortened form of a word or phrase.

4. Biographical names -- Histories about individual's lives.

5. Pronouncing Gazette -- An index of geographical names.

6. Forms of address -- A table of proper form in speaking or writing.

7. Punctuation rules -- A system of using marks and signs for separation in sentences to make the meaning better understood.

8. List of colleges and universities -- A series of school names with particular information about that college or university.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

# SELF-CHECK

RVTC

## DIRECTIONS

Evaluate your work by completing the items below.

Match each item of information listed in Column A with section of the dictionary in which it is found in Column B. You may use the items in Column B more than one time. Allow 20 minutes for this test.

_____A. Information about George Washington

_____B. Correct form of address for a general

_____C. The spelling of a city in Japan

_____D. How to use the dictionary

_____E. The meaning of UFO

_____F. Use of the parentheses

_____G. The sound of "i"

_____H. The rule on whether or not to hyphenate the word billfold

_____I. Information about University of South Florida

_____J. Salutation for a Senator

1. Explanatory Notes
2. Guide to Pronunciation
3. List of abbreviations
4. Biographical Names
5. Pronouncing Gazetteer
6. Forms of Address
7. Punctuation Rules
8. List of Colleges and Universities

Locate in a dictionary the information requested below. Write the information on a separate sheet. Allow 20 minutes for this test.

______________________ 1. Correct spelling for the following city in Japan: Tokyo or Tokeo

______________________ 2. Correct form of address for Congressman Sam Gibbons

______________________ 3. One purpose of the comma

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

# SELF-CHECK

**RVTC**

_________________ 4. The meaning of CIA

_________________ 5. The year Benjamin Franklin died

_________________ 6. One use of the dash

_________________ 7. The sound of "I" in bite (show diacritical mark)

_________________ 8. The continent on which Canada is located

_________________ 9. The abbreviation for Doctor of Medicine

_________________10. The state in which Duke University is located

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

# SELF-CHECK

RVTC

## Answer Key

4 A. Biographical Names
6 B. Forms of address
5 C. Pronouncing Gazetteer
1 D. Explanatory Notes
3 E. List of Abbreviations
7 F. Punctuation Rules
2 G. Guide to Punctuation
7 H. Punctuation Rules
8 I. List of Colleges and Universities
6 J. Forms of Address

1. Tokyo
2. The Honorable Sam Gibbons
3. Separate various elements of a series -- words, phrases, clauses, etc.
4. Central Intelligence Agency
5. 1790
6. In place of a comma, etc.
7. long i - bīt
8. North American
9. M.D.
10. North Carolina

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 1 |

## ENABLING OBJECTIVE NO. 2

## RVTC

Locate and record syllabication, diacritical marks, definitions and synonyms.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No.1 to identify dictionary terms. Study the examples. | 1. Instruction Sheet enclosed, Sample Page of a Dictionary. |
| 2. Evaluate your knowledge of these terms by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can attain this task, take the Written Test. | 3. Written Test for task CO- . |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 2 |

# INSTRUCTION SHEET

**RVTC**

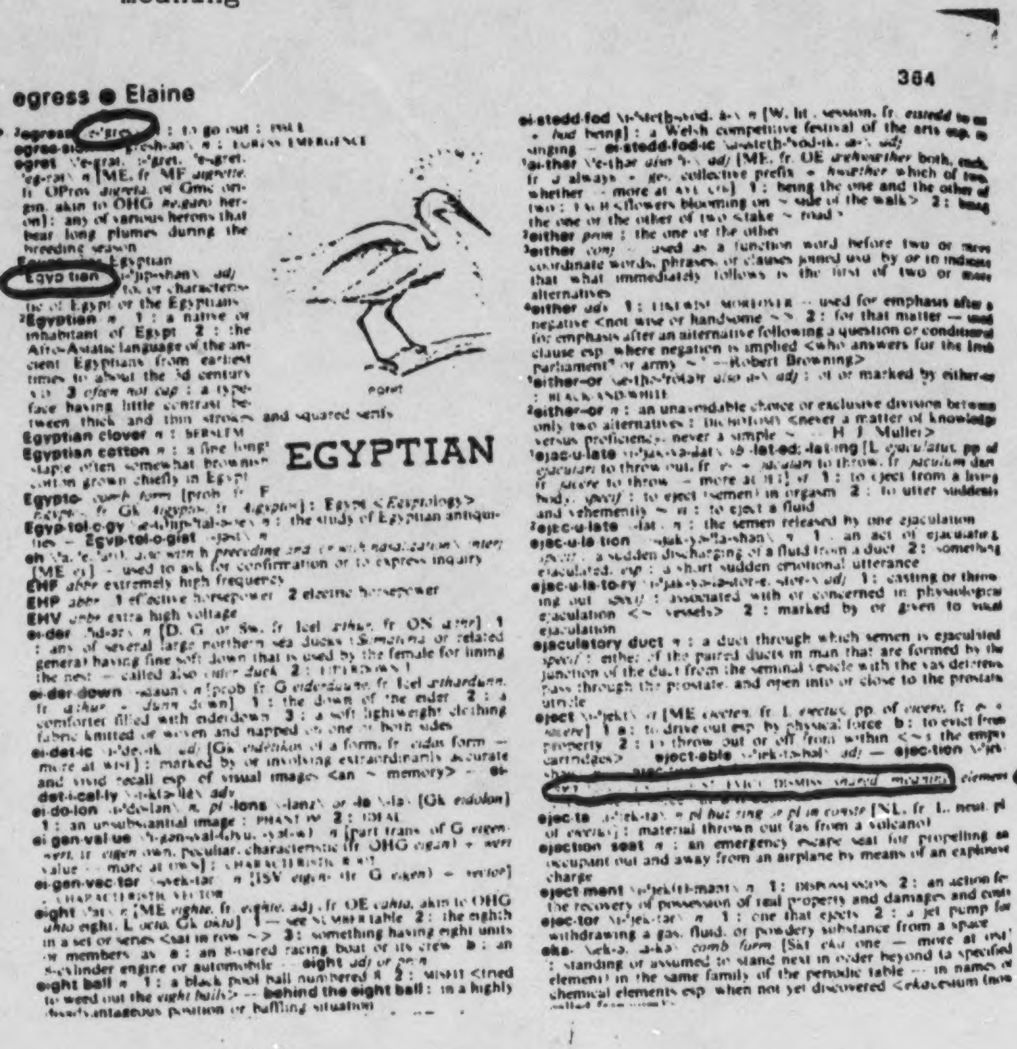
PAGE 1 OF 1

## Sample Page of a Dictionary

SYLLABICATION: Method of dividing words

DIACRITICAL MARKS: Shows phonetic value

SYNONYM: Word having the same meaning



egress ● Elaine

364

egret

EGYPTIAN

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your work by answering the items below. Use your dictionary.

Part A: Write all of the syllables in the words below.

Example: laboratory lab/o/ra/to/ry

1. gazetteer__________ 3. usage_________________
2. abbreviate__________ 4. corporation____________

Part B: Record the diacritical marks of the words below.

1. superior____________ 3. cashier_______________
2. labor_______________ 4. courteous_____________

Part C: Write the first definition that appears in the dictionary of the words below.

1. library__________________________________________
2. February_________________________________________
3. committee________________________________________
4. stationary_______________________________________

Part D: Write the first synonym which appears for each word below. If there is no synonym given, write the word none on your paper. Use only words listed with syn. in the dictionary.

1. mood_______________ 3. introduction___________
2. estimate___________ 4. jurisdiction___________

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 2 |

## SELF-CHECK

## RVTC

### Answer Key

Part A: 1. gaz/et/teer 3. us/age

2. ab/bre/ve/ate 4. cor/po/ra/tion

Part B: 1. su̇-ˈpir-ē-ər 3. ka-ˈshi(ə)r

2. ˈlā-bər 4. ˈkərt-ē-əs

Part C: 1. library -- a place in which literary, musical, artistic, or reference materials are kept for use but not for sale.

2. February -- the 2nd month of the Gregorian calendar.

3. committee -- a person to whom a charge or trust is committed.

4. stationary -- fixed in a station, course, or mode.

Part D: 1. mood humor or temper 3. introduction none

2. estimate appraise or evaluate 4. jurisdiction none

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 02 | 2 |

# WRITTEN TEST FOR TASK NO. CO-02

**RVTC**

BU-*-CO-02

**TASK:** Locate and Record Information Found in a Dictionary

PAGE 1 OF 1

## Directions

The purpose of this test is to determine if you fully understand how to locate and record information found in a dictionary. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities or retesting.

The items below are True-False. On the separate Answer Sheet, circle T if the item is True and F if the item is False.

DO NOT MARK ON THIS TEST!

## True-False questions

T F 1. Philip IV lived during the years of 1268 and 1314.

T F 2. The word communicate is divided into three syllables.

T F 3. The diacritical marks for philosophy are as follows: fa-'lȧs-(ə)-fē

T F 4. A comma is used before the conjunctions and, but, for, or, yet, and nor, when they form the clauses of a compound sentence.

T F 5. Exuberant is a noun.

T F 6. In metrics, 10 kilometers is 6.20 miles.

T F 7. Kremlinology is the study of the government, foreign policy, etc., of the Soviet Union.

T F 8. Taurus is one of the Autumn signs of the Zodiac.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 02 |

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BU-*-CO-04

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Spell Vocabulary Words

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Spelling is of first importance in the business world. When you misspell a word, the reader is given an unfavorable impression of the business. Using correct spelling is part of effective communication.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 04 | CO-03 |

REVISED:

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of 25 dictated vocabulary words,

**YOU WILL:** spell vocabulary words.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 7-8.

## ENABLING OBJECTIVES:

1. Identify vocabulary words.
2. Spell commonly used general vocabulary words.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 04 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify vocabulary words.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and listen to Resource No. 1 to identify commonly used vocabulary words. | 1. Instruction Sheet enclosed, Vocabulary Word List |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 04 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 1 OF 1

## Vocabulary Word List

absence
accept
accidentally
achievement
acquaintance
advantageous
amateur
analysis
anonymous
anxiety
applicable
appreciate
arctic
argue
auxiliary
awkward
bachelor
baggage
beginning
believe
benefited
bookkeeper
breathe
bucketfuls
bureau
business
calendar
campaign
caricature
catastrophe
cemetery
colonel
column
coming
commitment
committee
comparative
competitive
conscience
consensus
contemptible
convenience
courageous
criticism
definitely
descent
deserting
desirable
despair
disappear
discipline
efficient
eighth
either
eligible
equipped
exaggerate
exercise
exhausted
existence
exorcise
familiar
fascinating
fatigue
fiery
financier
foreign
forty
government
guarantee
height
heroes
humorous
immediately
indispensable
irrelevant
irresistible
knowledge
laboratory
legible
leisure
lieutenant
lightning
loose
loneliness
maneuver
manageable
mathematics
meant
medieval
minimum
mortgage
necessary
neither
ninth
noticeable
occasionally
occurred
omitted
opportunity
parallel
paralysis
pastime
plebeian
possess
possibility
privilege
procedure
prominent
propaganda
psychology
pursue
questionnaire
receive
reference
referred
reparable
rhythm
sarcasm
schedule
scissors
secretary
seize
separate
sergeant
serviceable
similar
sophomore
souvenir
statistics
siege
subtle
succeed
successful
surprise
synonym
tablespoonfuls
thoroughly
tragedy
transferable
twelfth
unforgettable
unmistakable
vacuum
vengeance
weird
whether
whose
woman
writing
written

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 04 | 1 |

# SELF-CHECK

RVTC

## Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | | YES | NO |
|---|---|---|---|
| 1. | Was a dictionary used to look up any unfamiliar word?... | ____ | ____ |
| 2. | Was the pronounciation of new words practiced?.......... | ____ | ____ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 04 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Spell commonly used general vocabulary words.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice spelling each of the words on the dictation tape; check your work. | 1. Cassette tape: "General Vocabulary Words" |
| 2. Write each misspelled word ten times. | |
| 3. As a Self-Check, write all dictated words on a separate sheet of paper. | 3. Cassette tape: "General Vocabulary Words" |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task CO-04. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 04 | 2 |

RU-*-CO-04

# PERFORMANCE TEST FOR TASK NO. CO-04

**RVTC**

**TASK:** Spell Vocabulary Words

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT**: You will write the correct spelling of 25 dictated words. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all words spelled correctly?.......... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | CO | 04 | |

Page 1 of 1

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Test

RVTC

1. referred
2. loose
3. column
4. courtesy
5. written
6. awkward
7. successful
8. ninth
9. appreciate
10. committee
11. twelfth
12. efficient
13. government
14. exercise
15. amateur
16. subtle
17. vacuum
18. calendar
19. procedure
20. absence
21. bookkeeper
22. believe
23. similar
24. neither
25. disappear

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BU-*-CO-05

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

**BUSINESS EDUCATION**

## A STUDENT LEARNING GUIDE

**TASK:** Define Vocabulary Words

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Effective communication depends upon the ability to use words correctly. Increased knowledge of general vocabulary words makes communication easier.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 05 | CO-04 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** minimum of 25 vocabulary words,

**YOU WILL:** define vocabulary words.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 12-13.

### ENABLING OBJECTIVES:

1. Idenfity Statewide Reading Vocabulary List.
2. Define vocabulary words.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 05 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify Statewide Reading Vocabulary List.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and listen to Resource No. 1 to identify Statewide Reading Vocabulary List. | 1. a. Instruction Sheet enclosed, Suggested Statewide Reading Vocabulary List<br>b. Cassette Tape: "Suggested Statewide Reading Vocabulary List". |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 1 |

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 5

## Suggested Statewide Reading Vocabulary List

"A"

abbreviate
abnormal
access
accessible
accessory
accord
accumulate
acknowledgment
acute
adjourn
admirable
admittance
adolescent
advancement
affirmative
aggravate
algae
alteration
amend
amendment
amplify
anniversary
anticipate
antidote
antiseptic
apparatus
appendices
appendix
appliance
appraise
ardent
aristocrat
armament
armory
aroma
arson
artery
assassinate
assault
assent
assess
assurance
atone
attachment
attorney
authentic
authorize
autobiography
auxiliary

"B"

baffling
balk
banish
barricade
begrudge
beneficial
beneficiary
bequeath
beverage
bias
binder
biography
biology
blotter
boarder
boomerang
boredom
boulevard
boycott
breadth
brocade
browse
bouyant

"C"

calamity
calculate
cameo
camouflage
campaign
cantaloupe
captivate
carburetor
caress
cascade
cashier
casualty
catastrophe
cavalry
census
certified
changeable
chauffeur
choral
chrome
circumference
circumstance
civilian
clarify
cleanse
clearance
cleave
climax
coincidence
collateral
collective bargaining
combustion
comical
communicable
communism
commute
compensate
competent
complication
comprehend
conceive
concerto
confidential
consequently
conservative
consistent
constellation

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 2 OF 5

consul
conviction
coordination
cope
counselor
critic
critical
curdle
custody
corrupt

"D"

debris
deceit
defendant
deflate
deflect
demerit
denim
dental
detach
diagnosis
diaper
digestion
din
discipline
disrespect
distinctly
distort
distribution
distributor
donate
dorsal
douse
drowse
dual

"E"

economical
efficiency
efficient
eject
elate
elope
emigrant
emotion
enact
envious
era
estimator
eternal
evade
exceed
excels
exclusive
executive
exertion
expels
exposition
exposure
exquisite
external
extraordinary
extravagance
extravagant

"F"

faculty
fashionable
faulty
feminine
ferocious
feud
fiscal
flatter
flexible
florist
flounder
flourescent
fluster
forestry
forgery
formula
foundry
foyer
fracture
fraud
freshman
frigid
fugitive

"G"

galvanize
gangling
gargle
gaunt
genial
gloat
graft

"H"

haggard
haphazard
hardy
heifer
hemisphere
hilarious
hindrance
hoard
honorary
horizontal
hospitable
hostage
humidity

"I"

illegal
immigrants
imigrate
imperfect
impersonate
impetuous
imply
impostor
incapable
incidental
incite
incorporate
incredible
incriminate
incurable
indefinite
indict
indigestion

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 3 OF 5

infirmary
inflammable
inflate
influential
ingenuity
inhale
initiate
initiation
inoculate
inverse
isolated
itemize

"J"

jaunt
jazz
joust
jovial
judicial
juror
justify
juvenile

"K"

kiln

"L"
lavatory
leaflet
lease
lethal
libel
lien
lilt
limber
lisp
literal
livelihood
loathe
logic
logical
lubricate
lyric

"M"

mandatory
martyr
masterpiece
meager
median
meditate
metamorphic
minimum wage
minorities
miraculous
mirage
misapprehension
misery
miscellaneous
misunderstand
mobile
mode
modular
modulate
module
monoply
monotonous
mortgage
mosaic
mosque
musty
mutilate
mystify
mythology

"N"

narrate
naturalize
nominate
notorious
nourish
novelty
nucleus

"O"

obligation
obscene
occupant
offensive
officiate
opaque
omit
oppress
orator
originate
overhaul

"P"

pamper
pamphlet
pantomine
paralysis
paralyze
pastry
patron
penalty
penetrate
perimeter
periodical
periscope
perpetual
phenomenal
philanthropy
piety
piston
pivot
plaintiff
plumage
policy
precise
prefabricate
preference
pretense
pretext
profile
projector
promissory
prong
prophecy
prosper
proposition
pursue

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | -05 | 1 |

"Q"

quake
qualification
quartet
quench
quest
quota
quote

"R"

racial
rafter
ratio
rational
rave
realm
rebate
reclaim
recommendation
recompute
recruit
redeem
referee
refrain
reign
reimburse
reject
reluctant
remittance
renewal
repeal
repent
representation
reproach
requisition
restrain
revelation
reverent
revoke
romance
rupture

"S"

saliva
salvage
satire
scald
scallop
scaly
sensitive
sentinel
seizes
shirk
shrivel
shun
singe
singular
sinister
soprano
specification
spectacular
spectator
splice
sportsmanship
staple
stratosphere
subtrahend
sue
survival
swerve
symphony
symptom
systematic

"T"

telescopic
tempest
temporary
temptation
trio
trump
tuberculosis
typhoon

"U"

unanimous
unify
unique
unison
upholster
urban
urn
usage
utilize
utmost

"V"

vacancy
vagrant
valiant
valid
valor
vanquish
vaporize
variable
vaudeville
vengeance
ventilate
veranda
verify
versatile
veto
victorious
villain
violation
virtue
vocabulary
voucher
vulgar

"W"

warrant
waver
whim
wholly
wily
withhold
wretched

"Y"

yearn

"Z"

zeal
zenith
zest

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 1 |

# SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was a dictionary used to look up any unfamiliar word?.. | ____ | ____ |
| 2. Was the pronounciation of new words practiced?......... | ____ | ____ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Define vocabulary words.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Using a dictionary, write the definition for each word in Resource No. 1 from Enabling Objective No. 1. | 1. Dictionary |
| 2. While listening to Resource No. 2 practice writing and spelling each word. | 2. Cassette Tape: "Suggested Statewide Reading Vocabulary List". |
| 3. Write each word you misspelled ten times. | |
| 4. Listening to dictation, spell and define each word from Resource No. 2. Turn your work in to your instructor. | 4. Cassette Tape: "Suggested Statewide Reading Vocabulary List". |
| 5. Complete the Self-Check. | 5. Self-Check enclosed. |
| 6. When you think you can perform this task, take the Performance Test. | 6. Performance Test for task CO-05. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 2 |

# SELF-CHECK

RVTC

Directions

Evaluate your knowledge by defining the items below.

1. juror
2. economical
3. census
4. acknowledgment
5. donate
6. horizontal
7. minimum wage
8. vocabulary
9. hazard
10. ratio

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 2 |

## SELF-CHECK

**RVTC**

Answer Key

1. taker of an oath
2. thrifty, not wasteful
3. official count of population and economic status
4. answering, a recognition
5. to give; to contribute
6. flat, even; opposite to vertical
7. lowest salary that may be paid to employees doing specific work
8. all the words of a language
9. risk; danger
10. a fixed relation between two things; proportion

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 05 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-05

RVTC

BU-*-CO-05

**TASK:** Define Vocabulary Words

STUDENT'S NAME

DATE

DIRECTIONS TO STUDENT. You will write the correct definition of 25 vocabulary words. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all words spelled correctly?.................... | | |
| 2. | Were all words defined correctly?.................... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | CO | 05 | |

Page 1 of 1

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Test

RVTC

1. discipline
2. bias
3. acknowledgment
4. census
5. amend
6. faulty
7. heifer
8. lease
9. juror
10. repeal
11. pamper
12. fraud
13. sue
14. revoke
15. donate
16. humidity
17. zenith
18. vocabulary
19. trio
20. ratio
21. urban
22. waver
23. sportsmanship
24. omit
25. narrate

BU-*-CO-06

DRAFT COPY

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Define Business and Consumer Terms

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Successful business people understand and use business and consumer terms.

*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 06 | CO-05 |

REVISED:

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of 10 business and consumer terms,

**YOU WILL:** define business and consumer terms.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 8.

### ENABLING OBJECTIVES:

1. Identify business and consumer terms.
2. Define business and consumer terms.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 06 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify business and consumer terms.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and listen to Resource No. 1 to identify business and consumer terms. | 1. a. Instruction Sheet enclosed, Business and Consumer Terms<br>b. Cassette Tape: "Business and Consumer Terms". |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 06 | 1 |

## INSTRUCTION SHEET

RVTC

PAGE 1 OF 2

### Business and Consumer Terms

Accountant -- one who prepares financial reports.

Analyst -- one who systematically separates and studies a complex situation.

Appraiser -- one who evaluates property.

Auditor -- person authorized to examine another's account.

Bookkeeper -- one who keeps accounts.

Broker -- dealer in money, stocks or other goods.

Consultant -- one who gives professional advice or service.

Economist -- one who studies and directs the use of resources.

Engineer -- one who designs new systems or products.

Entrepreneur -- organizer of business enterprises.

Financier -- investor on a large scale.

Industrialist -- one owning or managing an industry.

Manufacturer -- one who produces goods.

Machinist -- one skilled in the use of machine tools.

Merchant -- retailer; storekeeper.

Programmer -- one who writes a computer program.

Realtor -- real estate broker.

Salesman -- one who sells merchandise, land or securities.

Technician -- one skilled in technical details of a subject.

Underwriter -- an insurer.

Account -- financial record.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 06 | 1 |

# INSTRUCTION SHEET

RVTC

PAGE 2 OF 2

Accrual -- increase in an asset or a liability.

Amortization -- gradual liquidation of a debt.

Asset -- a valuable possession.

Balance -- difference between two sides of an account.

Capital -- excess of assets over liabilities; net worth.

Contingent -- dependent on the happening of a future event.

Credit -- entry on the right-hand side of an account.

Debit -- entry on the left-hand side of an account.

Depreciation -- a lessening in value.

Equity -- value of property after charges.

Expenditure -- outlay of revenue.

Inventory -- value of goods on hand.

Journal -- book of original entry.

Ledger -- book of final entry.

Liability -- amount owed.

Payable -- referring to an account owed.

Proprietor -- owner.

Receivable -- referring to an account to be collected.

Stockholder -- one who owns stock.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 06 | 1 |

# SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was a dictionary used to look up any unfamiliar word?.. | ____ | ____ |
| 2. Was pronounciation of new words practiced?............. | ____ | ____ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 06 | 1 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Define business and consumer terms.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and listen to Resource No. 1 from Enabling Objective No. 1 to identify the spelling, definition and pronunciation of some common business and consumer terms.* | 1. Cassette Tape: "Business and Consumer Terms". |
| 2. Spell each of these words by listening to dictation; then check your work. | 2. a. Cassette Tape: "Business and Consumer Terms".<br>b. Instruction Sheet enclosed, Business and Consumer Term List |
| 3. Write each word misspelled ten times. Turn your work from Learning Step No. 2 and No. 3 in to your instructor. | 3. Instructor |
| 4. As a Self-Check, spell and define all dictated words. | 4. Cassette Tape: "Business and Consumer Terms". |
| 5. When you think you can perform this task, take the Performance Test. | 5. Performance Test for task CO-06. |

*Note: List taken from Word Studies by Marion M. Lamb, South-Western Publishing Co., 1971.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 06 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-06 RVTC

BU-*-CO-06

**TASK:** Define Business and Consumer Terms

STUDENT'S NAME ______________________ DATE ____________

**DIRECTIONS TO STUDENT:** You will write the correct definition of 10 business and consumer terms. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all words spelled correctly? | | |
| 2. | Were all words defined correctly? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ____________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 06 | | Page 1 of 1 |

RIDGE VO-TECH CENTER 1980

KEY

RVTC

**Test #1**

1. journal
2. machinist
3. payable
4. capital
5. realtor
6. accountant
7. liability
8. asset
9. merchant
10. salesman

**Test #2**

1. balance
2. engineer
3. asset
4. auditor
5. depreciation
6. realtor
7. merchant
8. machinist
9. liability
10. salesman

DRAFT COPY

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

BU-*-CO-07

**TASK:** Identify Parts of Speech

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Words are the basis for any language. Each word in a sentence is a part of that language or part of speech. Effective communication depends on the proper use of each word whether writing or talking.

*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 07 | CO-06 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of ten sentences,

**YOU WILL:** identify the parts of speech.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 22-23.

## ENABLING OBJECTIVES:

1. Identify nouns.
2. Identify pronouns.
3. Identify verbs.
4. Identify adjectives, adverbs and interjections.
5. Identify prepositions.
6. Identify conjunctions.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 07 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify nouns.

## LEARNING STEPS

1. Read Resource No. 1 to identify nouns.
2. Practice using nouns by completing Resource No. 2.
3. Evaluate your knowledge by completing the Self-Check.
4. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Basic English Review, pages 25 - 28.
2. Text: Basic English Review, pages 29 - 38.
3. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 1 |

# SELF-CHECK

RVTC

Directions

Evaluate your knowledge by writing the nouns in the sentences below on a separate sheet of paper.

1. Allen ran when the dogs chased him.
2. Gary will not work until he completes his application.
3. Everyone wants his share of praise.
4. Each of the actors played his role well.
5. I purchased a new coat and a new hat.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 1 |

## SELF-CHECK

RVTC

Answer Key

1. Allen, dogs.
2. Gary, application
3. share, praise
4. actors, role
5. coat, hat

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 1 |

# ENABLING OBJECTIVE NO. 2

RVTC

Identify pronouns.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. No. 1 to identify pronouns. | 1. Text: Basic English Review, pages 41 - 47, 49, 51 - 56, 63. |
| 2. Practice using pronouns by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 3. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by writing the pronouns in the sentences below on a separate sheet of paper.

1. He finished the job.
2. Allen ran when the dogs chased him.
3. Everyone wants his share of praise.
4. She bought our tickets for us.
5. The teacher greeted them when they came to the room.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 2 |

# SELF-CHECK

RVTC

## Answer Key

1. he
2. him
3. everyone, his
4. our, us
5. them, they

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 2 |

## ENABLING OBJECTIVE NO. 3

**RVTC**

Identify verbs.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify verbs. Have your instructor check your work.
2. Practice using verbs by completing the Self-Check.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. a. Text: Basic English Review, pages 67 - 71, ; 74 - 85.
   b. Exercise No. 1 enclosed.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 3 |

**Exercise No. 1**

## Directions

Write a complete sentence using each of the following verbs. Identify any nouns and pronouns in your sentences..

Example: teach

Pro V N N
I teach art for small children.

1. am
2. is
3. lost
4. hired
5. paint
6. decided
7. mailed
8. are
9. buy

lay

## SELF-CHECK

### Directions

Evaluate your knowledge by writing the verb or verb phrase in each of the sentences below on a separate sheet of paper. Underline the main verb in each phrase.

1. The company maintains gardens around its factories.
2. I shall submit an analysis before next Friday.
3. All of today's announcements have been posted.
4. The manager does believe that Alfred should be promoted.
5. Miss Moore did type that statement.
6. Glen sings in the chorus.
7. Did Mr. Mason forget his appointment?
8. The guides have been carefully trained for their work.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 3 |

## SELF-CHECK

RVTC

Answer Key

1. maintains
2. shall submit
3. have been posted
4. does believe, should be promoted
5. did type
6. sings
7. did, forget
8. have been, trained
9.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

Identify adjectives, adverbs and interjections.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify adjectives. | 1. Text: Basic English Review, pages 121 - 124. |
| 2. Practice using adjectives by completing Resource No. 2. | 2. Text: Basic English Review, pages 125 - 128. |
| 3. Read Resource No. 3 to identify adverbs. | 3. Text: Basic English Review, pages 129 - 130. |
| 4. Practice using adverbs by completing Resource No. 4. | 4. Text: Basic English Review, pages 131 - 134. |
| 5. Read Resource No. 4 to identify interjections. | 5. Text: Basic English Review, page 18. |
| 6. To evaluate your knowledge complete the Self-Check. | 6. Self-Check enclosed. |
| 7. Go on to Enabling Objective No. 5. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 4 |

# SELF-CHECK

RVTC

Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

I. Identify each word as an adjective, adverb or interjection.

1. nicest
2. slowly
3. now
4. an
5. ouch
6. responsible
7. first
8. really
9. where
10. gosh
11. especially
12. those
13. first-class
14. green
15. oh
16. very
17. almost
18. goodness
19. effective
20. often

II. Identify the interjections in the following sentences.

1. Wow! What a super car.
2. No, you are going to fast for me.
3. Hurray! We won our game.
4. Yea! School is out soon.
5. Help! A snake is in my room.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 4 |

# SELF-CHECK

RVTC

## Answer Key

I. 1. adjective
2. adverb
3. adverb
4. adjective
5. interjection
6. adjective
7. adjective
8. adverb
9. adverb
10. interjection
11. adverb
12. adjective
13. adjective
14. adjective
15. interjection
16. adverb
17. adverb
18. interjection
19. adjective
20. adverb

II. 1. Wow
2. none
3. Hurray
4. Yea
5. Help

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 4 |

## ENABLING OBJECTIVE NO. 5

**RVTC**

Identify prepositions.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify prepositions. | 1. Text: Basic English Review, pages 135 - 136. |
| 2. Practice using prepositions by completing Resource No. 2. | 2. Text: Basic English Review, pages 137 - 138. |
| 3. Evaluate your knowledge by completing the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 6. | |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 5 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by writing the correct preposition to complete each sentence on a separate sheet of paper.

1. (At, With) whom was lunch shared?
2. She should go (in, into) the counselor's office.
3. The blame was divided equally (between, among) the two employees.
4. The books she brought to the house were identical (to, with) the ones we already had.
5. From (inside, inside of) the car, we were able to watch the fireworks.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 5 |

## SELF-CHECK

**RVTC**

Answer Key

1. With
2. into
3. between
4. with
5. inside

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 5 |

## ENABLING OBJECTIVE NO. 6

RVTC

Identify conjunctions.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify conjunctions. | 1. Text: Basic English Review, pages 139 - 140. |
| 2. Practice using conjunctions by completing Resource No. 2. | 2. Text: Basic English Review, pages 141 - 142. |
| 3. Evaluate your knowledge by completing the Self-Check. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task CO-07. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 6 |

## SELF-CHECK

### Directions

Evaluate your knowledge by writing the conjunctions in the following sentences on a separate sheet of paper.

1. He is going because it is his birthday.
2. When I asked, he said no.
3. Do you want to be a clerk or a typist?
4. I cannot swim nor ski.
5. He is not only fast, but also efficient.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 6 |

# SELF-CHECK

RVTC

Answer Key

1. because
2. when
3. or
4. nor
5. not only, but also

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 07 | 6 |

# PERFORMANCE TEST FOR TASK NO. CO-07

**RVTC**

BU-*-CO-07

**TASK:** Identify Parts of Speech

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** You will identify the parts of speech. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all nouns identified? | | |
| 2. | Were all pronouns identified? | | |
| 3. | Were all verbs identified? | | |
| 4. | Were all adjectives, adverbs and interjections identified? | | |
| 5. | Were all prepositions identified? | | |
| 6. | Were all conjunctions identified? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | CO | 07 | |

Page 1 of 1

RIDGE VO-TECH CENTER 1980

Performance Test

RVTC

## Directions

Identify the parts of speech underlined in the following sentences.

1. His partner responded promptly to our request for funds.
2. This report is a fairly reliable estimate of our shares.
3. Wow! She is a fast worker.
4. I will meet you in the art gallery.
5. Either Florida or Texas is where she was born.
6. How can you do this?
7. Ted drives an old car.
8. Who can go and who can stay?
9. The cow jumped over the moon.
10. These are beautiful pictures.

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BUSINESS EDUCATION

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-CO-08

## A STUDENT LEARNING GUIDE

**TASK:** Construct Simple Sentences

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

In the world of business, you will write and speak to many people. Proper sentence construction makes that communication easier.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 08 | CO-07 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a list of ten simple phrases,

**YOU WILL:** construct simple sentences.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 11-12.

## ENABLING OBJECTIVES:

1. Identify subject and predicate.
2. Identify complete and incomplete sentences.
3. Construct complete sentences.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 08 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify subject and predicate.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify the subject and predicate of a sentence.
2. Evaluate your knowledge by completing the Self-Check. Turn your work into your instructor.
3. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Basic English Review, pages 1 - 8.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 1 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge by writing the subject and predicate on a separate sheet of paper.

1. Her bedroom was terribly messy.
2. Watch the filmstrip carefully.
3. Some parents are too lenient.
4. Is this meeting really necessary?
5. Both of the speakers will come tomorrow.
6. My mother does not understand me.
7. Those boys have not studied their parts.
8. We have taken the dog to the veterinarian.
9. The new mall is quite unique.
10. Channel No. 5 smells heavenly to me.
11. Irving Stone's books are very well written.
12. Mr. Smith, our mayor, is the best person for the job.
13. The United States has been in an inflationary period.
14. Stand up and march.
15. Where are the children?
16. Thousands of cattle stampeded during the raging storm.
17. Ahead of the float marched the clowns.
18. Many drivers pass recklessly on the highway.
19. There is the candle.
20. The announcement of the new car appealed to the public.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 1 |

# SELF-CHECK

RVTC

## Answer Key

| Subject | Predicate |
|---|---|
| 1. her bedroom | was terribly messy |
| 2. you (understood) | watch the filmstrip carefully |
| 3. some parents | are too lenient |
| 4. this meeting | is really necessary |
| 5. both of the speakers | will come tomorrow |
| 6. my mother | does not understand me |
| 7. those boys | have not studied their parts |
| 8. we | have taken the dog to the veterinarian |
| 9. the new mall | is quite unique |
| 10. Chanel No. 5 | smells heavenly to me |
| 11. Irving Stone's books | are very well written |
| 12. Mr. Smith, our mayor, | is the best person for the job |
| 13. The United States | has been in an inflationary period |
| 14. you (understood) | stand up and march |
| 15. the children | are where |
| 16. thousands of cattle | stampeded during the raging storm |
| 17. the clowns | marched ahead of the float |
| 18. many drivers | pass recklessly on the highway |
| 19. the candle | is there |
| 20. the announcement of the new car | appealed to the public |

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 1 |

# ENABLING OBJECTIVE NO. 2

RVTC

Identify complete and incomplete sentences.

## LEARNING STEPS

1. Read and complete Resource No. 1 to identify complete and incomplete sentences.
2. Evaluate your knowledge by completing the Self-Check. Turn your work into your instructor.
3. Go on to Enabling Objective No. 3.

## RESOURCES

1. Text: English Made Easy, pages 9 - 14.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by writing "S" for each complete sentence and "NS" for each incomplete sentence on a separate sheet of paper.

1. Since he is not aware
2. You will pass the mall
3. They are not in the house
4. During this past month
5. At work and at home, consideration is important
6. So you have any candy
7. Seeing the sun going down in the west
8. To be a good secretary
9. They are very happy
10. The books are lying on the table
11. This is really a good movie
12. If you do not wash your hair
13. After the last drops of dew
14. You did not call last week
15. When I find the money
16. She was my best friend
17. Having lost their money
18. Do not sing in the shower
19. Driving the car recklessly
20. The boys were racing

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 2 |

# SELF-CHECK

**RVTC**

Answer Key

1. NS
2. S
3. S
4. NS
5. S
6. S
7. NS
8. NS
9. S
10. S
11. S
12. NS
13. NS
14. S
15. NS
16. S
17. NS
18. S
19. NS
20. S

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 2 |

## ENABLING OBJECTIVE NO. 3

**RVTC**

Construct simple sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice writing simple sentences using Resource No. 1. Turn your work in to your instructor. | 1. Exercise enclosed. |
| 2. When you think you can perform this task, take the Performance Test. | 2. Performance Test for task CO-08. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 08 | 3 |

Exercise

## Directions

Construct complete sentences out of the following phrases.

1. at the show
2. going back
3. convention in St. Louis
4. secretary position
5. showing relationship between
6. that will match
7. Alice Knightly can respect
8. This is the person who
9. An employment interview is
10. Many people

# PERFORMANCE TEST FOR TASK NO. CO-08 RVTC

BU-*-CO-08

**TASK:** Construct Simple Sentences

STUDENT'S NAME ______________________ DATE ____________

**DIRECTIONS TO STUDENT:** Given a list of ten simple phrases, you will construct complete sentences using the phrases. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was a simple subject contained in each sentence?.......... | | |
| 2. | Was a simple predicate contained in each sentence?.......... | | |
| 3. | Was a complete thought represented in each sentence?.......... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ____________________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 08 | | Page 1 of 1 |

RIDGE VO-TECH CENTER 1980

Performance Test

RVTC

## Directions

From the ten simple phrases below construct complete sentences.

1. to earn
2. record book and some ashtrays
3. overcharge was made against
4. carrying a large briefcase
5. know about
6. surprise to all
7. can be as damaging
8. who went to
9. each of the applicants
10. neglected to report

BU-*-CO-09

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Form Contractions and Possessives

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

To write with competency, skills of punctuation, capitalization, abbreviation and number usage are necessary. Correct usage of these skills gives the reader a favorable impression of the business.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 09 | CO-08 |

| REVISED | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of ten words or phrases,

**YOU WILL:** form contractions and possessives.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 10-11.

## ENABLING OBJECTIVES:

1. Form contractions.
2. Form possessives.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 09 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Form contractions.

| LEARNING STEPS | RESCOURCES |
|---|---|
| 1. Read Resource No. 1 to identify contractions. | 1. Text: A Mnemonics Approach, pages 188 - 190. |
| 2. Practice forming contractions by completing Resource No. 2.<br>3. Turn your work in to your instructor. | 2. Text: A Mnemonics Approach, page 189. |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 1 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge by answering the items below.

Write the words which represent the following contractions.

1. your
2. its
3. who'd
4. we'd
6. it's
7. you've
8. they've
9. whose
10. theirs

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 1 |

## SELF-CHECK

RVTC

Answer Key

1. not a contraction
2. not a contraction
3. who would, who had
4. I have
5. we would, we had
6. it is, it has
7. you have
8. they have
9. not a contraction
10. not a contraction

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 1 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Form possessives.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify possessives. | 1. a. Text: Gregg Reference Manual Worksheets No. 12.<br>b. Text: Gregg Reference Manual. |
| 2. Practice forming possessives by completing Resource No. 2. | 2. a. Text: Gregg Reference Manual Worksheets No. 13.<br>b. Text: Gregg Reference Manual |
| 3. Complete the Self-Check. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task CO-09. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 2 |

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by answering the items below.

Place an apostrophe to form possessives where needed in the following sentences.

1. The attorneys office is on the second floor.
2. Is anyones report ready?
3. That store sells womens and childrens clothing.
4. That store sells womens and childrens clothing.
5. West and Foxs stores are on South Boulevard.
6. The editor-in-chiefs responsibility is greater.
7. Roberts typing needs imporvement.
8. The executives office was richly carpeted.
9. You can count on the printers delivering the books next week.
10. It was a hard five days work.

In the following sentences add apostrophes where needed to show possession.

1. Jeans thoughtfulness reveals her good manners.
2. Johnny is sorry if he hurts anyones fellings.
3. Mrs. Collins school teaches girls how to type many words per minute.
4. The third girls papers were misplaced.
5. My mothers office needs numerous secretaries.
6. One memorandum had its dateline in the wrong place.
7. A knowledge of business communications helped many of our students skills.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 2 |

## SELF-CHECK

RVTC

8. Hers was the best speech delivered during the campaign.
9. The companys records should be kept up to date.
10. Job applicants should include former employers references.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 2 |

## SELF-CHECK

**RVTC**

Answer Key

1. attorney's
2. anyone's
3. women's; children's
4. boys'
5. West and Fox's
6. editor-in-chief's
7. Robert's
8. executive's
9. printer's
10. days'

1. Jean's
2. anyone's
3. Collins'
4. girl's
5. mother's
6. none
7. students'
8. none
9. company's
10. employers'

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 09 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-09 RVTC

BU-*-CO-09

**TASK:** Form Contractions and Possessives

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** Given a minimum of ten word , **phrases** or sentences, you will form contractions and possessives. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were possessives formed correctly?.................... | | |
| 2. | Were contractions formed correctly?.................... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 09 | | Page 1 of 2 |

RIDGE VO-TECH CENTER 1980

## Directions

In the following, add apostrophes where needed to show contractions or possessives.

1. Well see you later.
2. One committees report was prepared after a six months survey.
3. The customers request was unusual.
4. Shell be here later.
5. He noticed the expression on my secretaries face.

Construct the correct contraction or possessive for the following words or phrases.

6. book
7. who had
8. who would
9. we
10. you have
11. they
12. Mr. Jones
13. fox
14. you
15. men

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-CO-10

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Punctuate End of Sentences

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Grammar and punctuation are an everyday occurence in the business world. Letters, memos, virtually all business correspondence depends on your ability to communicate with correct grammar and punctuation.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 10 | CO-09 |

| REVISED: | | | | | |
|---|---|---|---|---|---|
| | | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of ten sentences,

**YOU WILL:** punctuate the end of each sentence.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 7-8.

## ENABLING OBJECTIVES:

1. Identify types of sentences and end punctuation.
2. Punctuate end of sentences.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 10 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify types of sentences and end punctuation.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify types of sentences. | 1. Text: Gregg Reference Manual, pages 309 - 310. |
| 2. Practice identifying types of sentences by completing Resource No. 2. Check your work with the Answer Key. | 2. a. Text: Gregg Reference Manual Worksheets No. 2, pages 1-30.<br>b. Text: Gregg Reference Manual, pages 101 - 120. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 10 | 1 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Punctuate end of sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify the procedure for punctuating the end of sentences. | 1. a. Text: Gregg Reference Manual Worksheets No. 2, pages 31 - 35.<br>b. Text: Gregg Reference Manual, pages 101 - 120. |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task CO-10. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 10 | 2 |

## SELF-CHECK

### Directions

Below are twelve sentences without end-of-sentence punctuation. Each sentence should end with either a period, a question mark, or an exclamation point. Read each sentence carefully. Then, write in the correct punctuation mark.

1. Why don't you want to go with them to the movies
2. Stop it
3. I must go to bed early tonight
4. Do you know if the party is scheduled for tonight
5. She is a loyal member of the club
6. Get down off that ladder this instant
7. It is a pleasure to work with you
8. I am looking for a new car
9. Do you know the telephone number for Mr. Browne
10. Will you please bring me the letters

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 10 | 2 |

## SELF-CHECK

RVTC

Answer Key

1. ?
2. !
3. .
4. ?
5. .
6. !
7. .
8. .
9. ?
10. .

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 10 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-10 RVTC

BU-*-CO-10

**TASK:** Punctuate End of Sentences

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** Given a minimum of ten sentences, you will punctuate the end of each sentence. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were all sentences punctuated correctly?................... | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ______________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 10 | | Page 1 of 2 |

RIDGE VO-TECH CENTER 1980

## Directions

Punctuate the end of the following sentences.

1. I won't open the door for you
2. This is Brown and Cobb's new book
3. Why haven't you enrolled in summer school
4. Is anyone ready
5. Watch out
6. May we please have your report by Monday
7. Will you please pay this invoice within seven days
8. Can you pass this test
9. Look out below
10. I cannot read your paper

BU-*-CO-11

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# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Punctuate, Capitalize, Abbreviate, Use Numbers in Sentences

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

To write with competence, skills of punctuation, capitalization, abbreviation and number usage are necessary. Correct usage of these skills gives the reader a favorable impression of the business.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 11 | |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of ten sentences,

**YOU WILL:** correctly punctuate, capitalize, abbreviate and use numbers.

**HOW WELL:** Your performance will be assessed by your instructor using the Perfomance Test on page 19.

### ENABLING OBJECTIVES:

1. Punctuate sentences.
2. Capitalize words in sentences.
3. Write numbers in sentences.
4. Abbreviate words in sentences.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 11 |

## ENABLING OBJECTIVE NO. 1

RVTC

Punctuate sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen and complete Resource No. 1 to identify punctuation. | 1. Cassette Tape: "Punctuation for Everybody". |
| 2. Read and complete Resource No. 2 to practice punctuation. Turn your work into your instructor. | 2. a. Text: Gregg Reference Manual Worksheets, No. 3 - 6.<br>b. Text: Gregg Reference Manual |
| 3. Evaluate your knowledge by completing the Self-Check. | 3. Self-Check enclosed. |
| 4. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by rewriting the sentences on a separate sheet of paper and placing commas where necessary.

I. 1. If he does not ride call Sam.

2. Every year should bring some rain some snow and some sun.

3. Cars bicycles scooters etc. are to be exhibited.

4. The shirts, pants and shoes were purchased yesterday.

5. No he is not considering running for office.

6. Waterford Browne and Company gave us the legal opinion.

7. Our accountant whose office is on Dale Mabry prepared the income tax return.

8. I cannot however permit this to happen.

9. The rivalry between the two teams as you know has been growing each year.

10. When you arrive Mr. Smith you should go directly to the hotel.

Evaluate your knowledge by rewriting the sentences on a separate sheet of paper and place conjunctions, commas and semicolons where necessary.

II. 1. Jack does not like staff meetings nevertheless he will attend the November meeting.

2. Susan missed the bus yesterday but she still got to school on time.

3. I prefer text-editing keyboards however I can type on a regular electric typewriter.

4. Mr. Jones has worked here for the past six months nevertheless he will not take a vacation this year.

5. Last year you asked me to join your club and now I am ready to do so.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

## SELF-CHECK

6. We must make plans immediately otherwise it will be unfair to expect them to attend.

7. Tap the cover gently then you will find it easier to turn.

8. Helen was always interested in logic consequently she found computers very interesting.

9. Your prompt cooperation will be appreciated for we very much need these items for our report.

10. There is a nice breeze when the windows are open but the house is still right now.

Evaluate your knowledge by rewriting the sentences on a separate sheet of paper and place either a colon, semicolon or a dash where necessary.

III. 1. He has received his tax return it arrived at his home this morning.

2. She ordered three kinds of correction materials erasers, fluid, and lift off.

3. Sam has one obsession cars!

4. Helen is an excellent teacher therefore, she should be encouraged to work on an advanced degree.

5. When paragraphing a business letter, remember you should have no more than 6-8 typewritten lines in a paragraph.

6. Several of the secretaries Sandy, for example would rather come in thirty minutes later and work until five.

7. In order to efficiently set up her desk, she will need a number of small items for example, a reference book, correction materials, paper clips, staples, etc.

8. Her major responsibilities are set up new files, close old files, and microfilm large files.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

# SELF-CHECK

Evaluate your knowledge by rewriting the sentences on a separate sheet of paper and place parentheses or quotation marks where necessary.

IV. 1. Did you read Ann Landers in the Times last Friday?

2. Call Mr. Harris tomorrow 884, 9732, Ext. 217 and he will give you the marketing report.

3. Mr. Smith told the group, The policy of this company is to reinvest at least 50 percent of the profits.

4. Any letter marked Personal should be opened, but the contents should not be removed before putting it on Mr. Jones' desk.

5. I would appreciate your reviewing the Program Descriptions see attachments and then calling me to discuss the discrepancies.

6. When you write your report, be sure to make a clear distinction between persecute and prosecute.

7. It was in 1965 ? that we saw the first decline in interest.

8. I recommend that in the very near future no more than two weeks we take a good, hard look at expanding the Detroit plant.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

# SELF-CHECK

RVTC

## Answer Key

I. 1. If he does not ride, call Sam.

2. Every year should bring some rain, some snow, and some sun.

3. Cars, bicycles, scooters, etc., are to be exhibited.

4. The shirts, pants, and shoes were purchased yesterday.

5. No, he is not considering running for office.

6. Waterford, Browne and Company gave us the legal opinion.

7. Our accountant, whose office is on Dale Mabry, prepared the income tax return.

8. I cannot, however, permit this to happen.

9. The rivalry between the two teams, as you know, has been growing each year.

10. When you arrive, Mr. Smith, you should go directly to the hotel.

II. 1. Jack does not like staff meetings; nevertheless, he will attend the November meeting.

2. Susan missed the bus yesterday, but she still got to school on time.

3. I prefer text-editing keyboards; however, I can type on a regular electric typewriter.

4. Mr. Jones has worked here for the past six months; nevertheless, he will not take a vacation this year.

5. Last year you asked me to join your club, and now I am ready to do so.

6. We must make plans immediately; otherwise, it will be unfair to expect them to attend.

7. Tap the cover gently; then you will find it easier to turn.

8. Helen was always interested in logic; consequently, she found computers very interesting.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

## SELF-CHECK

**RVTC**

9. Your prompt cooperation will be appreciated, for we very much need these items for our report.

10. There is a nice breeze when the windows are open, but the house is still right now.

III. 1. He has received his tax return; it arrived at his home this morning.

2. She ordered three kinds of correction materials: erasers, fluid, and lift off.

3. Sam has one obsession - cars!

4. Helen is an excellent teacher; therefore, she should be encouraged to work on an advanced degree.

5. When paragraphing a business letter, remember: you should have no more than 6-8 typewritten lines in a paragraph.

6. Several of the secretaries - Sandy, for example - would rather come in 30 minutes later and work until five.

7. In order to efficiently set up her desk, she will need a number of small items; for example, a reference book, correction materials, paper clips, staples, etc.

8. Her major responsibilities are: set up new files, close old files, and microfilm large files.

Note: No. 2 is correct if a dash is used.

IV. 1. Did you read "Ann Landers" in the Times last Friday?

2. Call Mr. Harris tomorrow (884, 9732, Ext. 217), and he will give you the marketing report.

3. Mr. Smith told the group, "The policy of this company is to reinvest at least 50 percent of the profits."

4. Any letter marked "Personal" should be opened, but the contents should not be removed before putting it on Mr. Jones' desk.

5. I would appreciate your reviewing the Program Descriptions (see attachments) and then calling me to discuss the discrepancies.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | Co | 11 | 1 |

## SELF-CHECK

**RVTC**

6. When you write your report, be sure to make a clear distinction between "persecute" and "prosecute".

7. It was in 1965 (?) that we saw the first decline in interest.

8. I recommend that in the very near future (no more than two weeks) we take a good, hard look at expanding the Detroit plant.

All of your answers should agree with the answers on the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Capitalize words in sentences.

## LEARNING STEPS

1. Read and complete Resource No. 1. Turn your work into your instructor.
2. Evaluate your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 3.

## RESOURCES

1. a. Text: Gregg Reference Manual Worksheets, No. 7 - 8.
   b. Text: Gregg Reference Manual
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 2 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by rewriting the sentences on a separate sheet of paper and capitalize necessary words.

I. 1. we have a three-day vacation this week.

2. the man said, "you will receive the check within ten days."

3. my comment is, how can this energy plan help the average individual?

4. you will need the following:

   1. your birth certificate.
   2. proof of correct address.
   3. verification of employment.

5. sam and his family have gone to live in spain.

6. westgate shopping center is being built on the hillsborough river.

7. the east was the industrial leader for many years.

8. that family has lived in the city of tampa for years.

9. have you considered going to the hawaiian islands for a vacation?

10. her son attends a local community college.

11. most stores are featruing the new fall styles.

12. the group hopes to be back in the south for christmas.

13. february 9 - 13 is vocational education week.

14. our supermarket is featruing a special on coca-cola.

15. if you are interested in teaching in pinellas county, you should send your application to the personnel department.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 2 |

## SELF-CHECK

**RVTC**

### Answer Key

I. 1. We have a three-day vacation this week.

2. The man said, "You will receive the check within ten days."

3. My comment is, How can this energy plan help the average individual?

4. You will need the following:

    1. Your birth certificate.
    2. Proof of correct address.
    3. Verification of employment.

5. Sam and his family have gone to live in Spain.

6. Westgate Shopping Center is being built on the Hillsborough River.

7. The East was the industrial leader for many years.

8. That family has lived in the city of Tampa for years.

9. Have you considered going to the Hawaiian Islands for a vacation?

10. Her son attends a local community college.

11. Most stores are featuring the new fall styles.

12. The group hopes to be back in the South for Christmas.

13. February 9 - 13 is Vocational Education Week.

14. Our supermarket is featruing a special on Coca-Cola.

15. If you are interested in teaching in Pinellas County, you should send your application to the Personnel Department.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 2 |

## ENABLING OBJECTIVE NO. 3

## RVTC

Write numbers in sentences.

## LEARNING STEPS

1. Read and complete Resource No. 1. Turn your work into your instructor.
2. Evaluate your knowledge by completing the Self-Check.
3. Go on to Enabling Objective No. 4.

## RESOURCES

1. a. Text: Gregg Reference Manual Worksheets, No. 9 - 10.
   b. Text: Gregg Reference Manual
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 3 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by writing the correct choice of the number on a separate sheet of paper.

1. The records in the Personnel Department show that he has worked in (2, two) departments.
2. The manager told me that they hired (15, fifteen) new employees in March.
3. (25,000, Twenty-five thousand) people attended the opening of our new shopping center.
4. Because of the recession, (2/3, two-thirds) of our production crew was laid off.
5. We are planning to sell the cakes for ($24, twenty-four dollars) a dozen.
6. Our office opens at (8, eight) sharp.
7. Susan told her friends that she is (11 years 2 months and 3 days, eleven years two months and three days) old today.
8. The family has lived in that house for (18, eighteen) years.
9. My Grandmother was married at the age of (21, twenty-one).
10. In order to receive a discount, you must pay this invoice within (15, fifteen) days of the invoice date.
11. The company has released its Income Statement and it shows that its profit was (2 1/2, two and one-half) times more than what the stockholders had expected.
12. Helen sold two shirts, four pair of jeans, and (15, fifteen) jackets during the sale.
13. The cost of living has risen at least (7, seven) percent this year.
14. When you go to the store, buy (12 two inch squares, twelve 2-inch squares) of carpet.
15. Please forward the mail to (1, One) Park Blvd., St. Petersburg, Florida.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 3 |

# SELF-CHECK

RVTC

## Answer Key

1. two
2. 15
3. Twenty-five thousand
4. two-thirds
5. $24
6. eight
7. 11 years, 2 months 3 days
8. eighteen
9. twenty-one
10. fifteen
11. 2 1/2
12. fifteen
13. 7
14. 12 two inch squares
15. One

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 3 |

## ENABLING OBJECTIVE NO. 4

RVTC

Abbreviate words in sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1. Turn your work into your instructor. | 1. a. Text: Gregg Reference Manual Worksheets, No. 11.<br>b. Text: Gregg Reference Manual |
| 2. Evaluate your knowledge by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task CO-11. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 4 |

## SELF-CHECK

RVTC

### Directions

Evaluate your knowledge by writing the correct abbreviation on a separate sheet of paper.

1. incorporated
2. morning
3. Mister
4. Doctor
5. dozen
6. avenue
7. quart
8. in care of
9. senior
10. square feet
11. Federal Bureau of Investigation
12. cash on delivery
13. department
14. number
15. Lieutenant
16. Doctor of Philosophy
17. gymnasium
18. free on board
19. Florida
20. kilometers

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 4 |

# SELF-CHECK

**RVTC**

Answer Key

1. inc.
2. a.m.
3. Mr.
4. Dr.
5. doz.
6. ave.
7. qt.
8. c/o
9. sr.
10. sq. ft.
11. FBI
12. COD or c.o.d.
13. dept.
14. no.
15. Lt.
16. Ph.D.
17. gym
18. f.o.b.
19. FL
20. km.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 11 | 4 |

## Directions

Rewrite the following sentences inserting the necessary punctuation, abbreviation, capitalization, and usage of numbers in the following sentences.

1. You will be paid 25¢ for each item you sell.
2. Incidentally, 30% of our graduates have found it possible to go on to advanced schooling.
3. You will find our desk-top computer model 153-X illustrated on page 22 of the buyer's guide to computer hardware.
4. the overseas personnel office he said is in the olympia building in west palm beach.
5. After the accident I was rushed to our local hospital where I was **treated** by Dr. Joseph Mantini M.D.
6. We received your check for $50.00 today.
7. He hopes to receive six percent interest on his investment.
8. It is commissioner lawrences opinion that georgian architecture would be most appropriate for Edgeworth memorial library.
9. I asked him to report for his interview on the first monday in oct.
10. sizes six eight eleven and twelve are out of stock.

# PERFORMANCE TEST FOR TASK NO. CO-11

**RVTC**

**TASK:** Punctuate, Capitalize, Abbreviate, Use Numbers in Sentences

STUDENT'S NAME ______________________ DATE ______________________

**DIRECTIONS TO STUDENT:** You will punctuate, capitalize, abbreviate, and use numbers correctly. You will be evaluated for attainment of this task, based upon the items below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Were sentences punctuated correctly?.................... | | |
| 2. | Were words capitalized correctly?.................... | | |
| 3. | Were numbers used correctly?.................... | | |
| 4. | Were words abbreviated correctly?.................... | | |

☐ ATTAINED

☐ NOT ATTAINED

Score __________

EVALUATOR'S SIGNATURE __________________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 11 | | Page 1 of 1 |

RIDGE VO-TECH CENTER 1980

BU-*-CO-12

DRAFT COPY

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Write and Punctuate Grammatically Complete Sentences

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Grammar and punctuation are an everyday occurence in the business world. Letters, memos, virtually all business correspondence depends on your ability to communicate with correct grammar and punctuation.

*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 12 | |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a minimum of ten phrases and sentences,

**YOU WILL:** write and punctuate grammatically complete sentences.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 8-9.

## ENABLING OBJECTIVES:

1. Write grammatically complete sentences.
2. Punctuate grammatically complete sentences.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 12 |

## ENABLING OBJECTIVE NO. 1

RVTC

Write grammatically complete sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1 to identify rules of grammar. Turn your work in to your instructor. | 1. a. Text: Gregg Reference Manual Worksheets No. 15, 19 and 21.<br>b. Text: Gregg Reference Manual, pages 132 - 209. |
| 2. As a Self-Check complete Resource No. 2. Obtain Answer Key from instructor. | 2. a. Text: Gregg Reference Manual Worksheets No. 20,<br>b. Text: Gregg Reference Manual. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 12 | 1 |

# ENABLING OBJECTIVE NO. 2

**RVTC**

Punctuate grammatically complete sentences.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete Resource No. 1. Turn your work in to your instructor. | 1. a. Text: Gregg Reference Manual Worksheets No. 25,<br>b. Text: Gregg Reference Manual. |
| 2. Complete the Self-Check. Have your instructor check your work. | 2. Self-Check enclosed. |
| 3. When you think you can perform this task, take the Performance Test. | 3. Performance Test for task CO-12. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 12 | 2 |

## SELF-CHECK

**RVTC**

### Directions

Evaluate your knowledge by writing complete sentences using the phrases below.

1. in front of us
2. behind my back
3. through the room
4. of this book
5. between the cars
6. at our booth
7. of the winners
8. but the show
9. to move around
10. memories of
11. should go
12. good outlook

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 12 | 1 |

## SELF-CHECK

RVTC

### Directions

Rewrite the following sentences by inserting punctuation marks and capitlization marks where necessary. Capitalize each word or individual letter that should be capitalized.

1. the sale of girls dresses and womens wear will begin the first week in june
2. the article was written soon after the event moreover it was published without delay
3. unless miss elliott and miss ven dusen arrive soon we shall miss the opening of the play in fact if the play starts on time we shall miss the entire first act
4. bruce j mitchell told the team that our rowing practice on the rock and illinois rivers gave us no idea what to expect on the river thames
5. dr stanton r tusman president of the university of arkansas described his trip to western california and several of the national parks
6. the president of the club suggested that all letters addressed to individual male correspondents carry the salutation my dear sir and the complimentary close very sincerely yours
7. queen elizabeth visited eastern central and western parts of canada and northern united states on her trip to the st lawrence seaway
8. the student council of western springs high school discussed with a faculty committee some experimental methods to be used in shorthand ii and typing iii
9. vernon haines our typing teacher when he heard of our golf teams success exclaimed tremendous
10. cornell college published a pamphlet entitled making the most of college.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 12 | 2 |

## SELF-CHECK

### Answer Key

1. The sale of girls' dresses and women's wear will begin the first week in June.

2. The article was written soon after the event; moreover, it was published without delay.

3. Unless Miss Elliott and Miss Van Dusen arrive soon, we shall miss the opening of the play; in fact, if the play starts on time, we shall miss the entire first act.

4. Bruce J. Mitchell told the team that our rowing practice on the Rock and Illinois rivers gave us no idea what to expect on the river Thames.

5. Dr. Stanton R. Tursman, President of the University of Arkansas, described his trip to western California and several of the national parks.

6. The president of the club suggested that all letters addressed to individual male correspondents carry the salutation "My dear sir" and the complimentary close "Very sincerely yours."

7. Queen Elizabeth visited the eastern, central and western parts of Canada and northern United States on her trip to the St. Lawrence Seaway.

8. Vernon Haines, our typing teacher, when he heard of our gold team's success, exclaimed "Tremendous!"

9. The student council of Western Springs High School discussed with a faculty committee some experimental methods to be used in Shorthand II and Typing III.

10. Cornell College published a pamphlet entitled Making the Most of College.

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 12 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-12

**RVTC**

BU-*-CO-12

**TASK:** Write and Punctuate Grammatically Complete Sentences

STUDENT'S NAME ____________________ DATE ____________

DIRECTIONS TO STUDENT: Given a minimum of ten phrases and sentences, you will write and punctuate grammatically correct sentences. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was each sentence a complete thought?.................... | .... | .... |
| 2. | Was each sentence grammatically complete?............... | .... | .... |
| 3. | Was each sentence containing properly punctuated?....... | .... | .... |

☐ ATTAINED

☐ NOT ATTAINED

Score ________

EVALUATOR'S SIGNATURE ____________________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 12 | | Page 1 of 2 |

RIDGE VO-TECH CENTER 1980

Performance Test

RVTC

## Directions

Using the following phrases and sentences, write and punctuate grammatically complete sentences.

1. A firm that is dependable and trustworthy
2. You can, of course use my car if you want to canvass a few more stores.
3. Please mark the order rush
4. Well known for his
5. What a
6. what an opportunity he exclaimed
7. satisfied with the product; otherwise
8. Turning the volume control knob on the television raises the volume
9. wonderful
10. Isnt it true that each savings account is insured by the Fdic

DRAFT COPY

# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-CO-13

BUSINESS EDUCATION

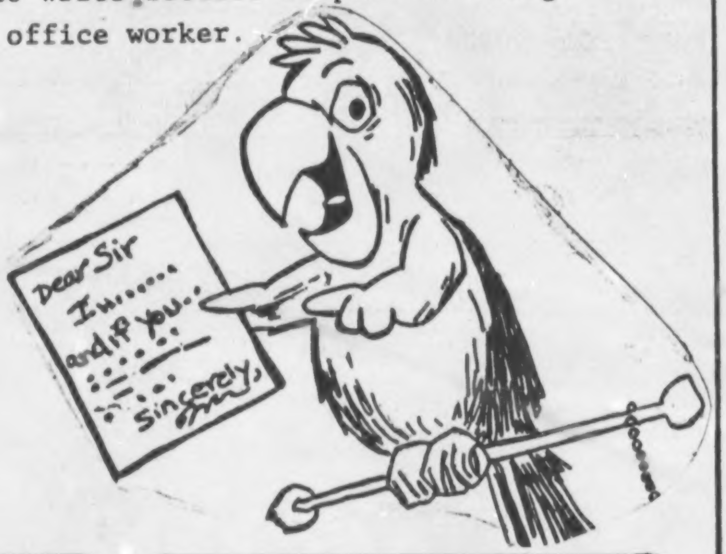
## A STUDENT LEARNING GUIDE

**TASK:** Identify and Type Effective Business Letters

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Letters are a primary means of sending and receiving information in business. This exchange of communication is vital to business. The ability to write letters is part of being a successful office worker.



*7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 13 | CO-12 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

### TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** role-playing information for composing an effective business letter,

**YOU WILL:** rewrite the letter.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 29.

### ENABLING OBJECTIVES:

1. Identify qualities of effective business letters.
2. Write effective business letters.

| DEPT. | PRCG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 13 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify qualities of effective business letters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Listen, read and complete Resource No. 1 to identify the qualities of effective business letters. | 1. a. Text: Modern Business Correspondence, pages 1 - 32.<br>b. Sound Page: "Business Correspondence", pages 7.1 - 7.4.<br>c. Text: Gregg Reference Manual, pages 231 - 269.<br>d. Instruction Sheet enclosed, Sample Business Letter |
| 2. Read Resource No. 2 to identify qualities of effective business letters. | 2. Instruction Sheet enclosed, Qualities of Effective Letters |
| 3. Complete Resource No. 3 to identify correct grammar and punctuation in business letters | 3. Exercises enclosed. |
| 4. Complete Resource No. 4 to identify the qualities of effective written communication | 4. Exercises enclosed. |
| 5. Evaluate your knowledge by completing the Self-Check. | 5. Self-Check enclosed. |
| 6. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

**INSTRUCTION SHEET** **RVTC**

PAGE 1 OF 1

## Sample Business Letter

March 16, 1980

Mr. Leon G. Montgomery, Manager
Tarpon Gas Products
478 East Orange
Winter Haven, FL. 33880

Dear Mr. Montgomery:

I want to thank you for your patience with us during the past two months. I realize that you had a lot of complaints from your customers because we couldn't deliver the parts you ordered, but I also know that you understand there was very little we could do about it. We couldn't get them either.

It looks as though the labor problems of our major supplier have at last been straightened out. Although there may be a few gaps until production catches up with the backlog, I'll certainly try to see that you get the highest priority.

My guess is that you are having an excellent first quarter. I certainly hope so, and that the second quarter will be even better.

Yours very sincerely,

C. B. Evans

C.B. Evans
Customer Services

CBE/je

*Adapted from BUSINESS COMMUNICATIONS A PROBLEM SOLVING APPROACH by Roy W. Poe and Rosemary T. Fruehling, Second Edition, McGraw-Hill

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

INSTRUCTION SHEET

RVTC

PAGE 1 OF 6

## Qualities of Effective Letters

### A GOOD LETTER IS UMISTAKABLY CLEAR

Unless a letter is easily read, unless its meaning is immediately clear, it resembles double-talk rather than communication. Begin your search for the earmarks of a good letter by asking yourself:

1. Is this letter easy to read?
2. Is its message so clearly written that it cannot be misunderstood?

### A GOOD LETTER DOES ITS SPECIFIC JOB WELL

A business letter is written to accomplish a definite purpose. Usually, it plays a specific part in a business transaction. If the letter is good, it does what it set out to do; it helps push the transaction to a successful outcome.

Consider, as an example, a letter sent in reply to a customer's request for the price of eggs. This letter might tell the customer what a fine man he is and how much the company appreciates his business, but never get around to telling him the price of eggs. Do you agree that such a letter would not score a point for the company team because it would not satisfy the customer?

Continue to build your concept of a good letter by asking yourself:

1. Of what business transaction is this letter a part?
2. What is this letter's specific job in carrying out the transaction?
3. In what way or ways does the letter accomplish its job?
4. Does the letter tell the reader clearly what is ecpected to be done?

### A GOOD LETTER HAS A PLEASING PERSONALITY

Just as your own personality is made up of many distinctive traits, so is the personality of each letter you write. In determining what traits in a letter will please a reader, ask yourself:

1. Is its appearance attractive?
   A letter, like a person, should make a good first impression.
2. Is its expression correct, concise, natural and lucid?
   A letter, like a person, is judged by "the way it talks."

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

3. Is Its Tone Friendly?
   A letter, like a person, attracts friends by being friendly. And letters can smile.

4. Does It Reflect A Sincere and Helpful Attitude?

   A letter, like a person, influences others if it convinces them that the writer's thoughtfulness and desire to serve go deeper than pretty words and polite manners.

5. Does It Stress A "You" Viewpoint?

   A letter, like a person, pleases if its writer emphasizes the reader's importance by talking directly to and stressing the reader's interests.

6. Are Negative Elements Handled Carefully, and Explained or Minimized?

## A GOOD LETTER IS INTERESTING TO THE READER

A business letter need not be clever and entertaining. But it should attract and hold the recipient's attention so that he reads the message through and then acts on it -- or at least, reacts to it. To determine whether a letter is interesting, ask yourself:

1. Does the opening sentence say something of interest to the reader? Is it presented as pleasing?
2. Does the friendly tone and "you" viewpoint make the reader want to go on reading?
3. Does the clear, natural style of writing and the logical development of ideas make the letter easy and satisfying to read?
4. Does the letter continue to keep the reader involved? Personally?
5. Does the ending drive the point "home" in an inviting manner?
6. Does the letter's sincere and helpful attitude make the reader feel that the writer actually wanted to write the Letter? (Nothing kills interest faster than a letter that sounds as though its writer is tired or bored.)

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

# INSTRUCTION SHEET

**RVTC**

PAGE 3 OF 6

## PSYCHOLOGY OF LETTER WRITING

I. Develop a "You" Attitude

- a. Keep the reader's point-of-view in mind at all times.
- b. Make the person want to do what you desire.
- c. Avoid the over-use of "I" in your letters.

II. Always suggest, never demand

- a. In general, people will not respond to a direct order.
- b. Again, make him want to do what you desire.

III. Never make accusations

- a. Follow good human relations.
- b. The person may be wrong, but you need not throw it in his face.

IV. Give reasons for refusals and try to provide alternatives

- a. Make sure these reasons are valid, not just excuses.
- b. Try to suggest an alternative solution to the problem.

V. Always keep a positive attitude

- a. Tact and a good vocabulary are essential in keeping a positive attitude in your letters.
- b. You want to maintain the relationship you have with this person, but a negative sounding letter may ruin this for you.

Courtesy: The You Attitude

We wish to announce that we are in the sheet metal business, using Dreadnaught Satin Finish sheets and specializing in cottage and residence work, such as gutters, downspouts, roofing, etc.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

We can give immediate service with the best material and mechanics and will be glad to furnish you with an estimate.

We do not care how large or how small the job may be, for we can assure you that it will be handled satisfactorily.

Please let us hear from you.

Did you know that rust eats away about as much sheet metal every year as is being produced in the same period? Will it prey on your new building, or will you select lasting material?

Dreadnaught Satin Finish galvanized sheets have been used in important buildings in which durability is needed. The Lincoln Memorial Building in Washington, D.C., the Empire State Building and the Ford Hospital are structures in which this material proves its lasting qualities.

From us, you'll get immediate service with the best of material and mechanics. Whether your building is large or small, plan to get an estimate from us. Dreadnaught Satin Finish is excellent for roofing, gutters, downspouts and other metal work.

Just dial 624-1234 or write us a line today.

Ask Yourself The Following Questions About Each Of These Messages:

1. Is the writer writing directly to you?
2. Is his thinking logical and orderly?
3. Does he have you and your interest in mind?
4. Does he make it plain why he wrote?
5. Does he accept responsibility?
6. Do you trust him?
7. Would you like to meet him?

Transforming "Negative Thoughts" Into Positive Thoughts."

Negative words (avoid using)

bad
biased
criticism
delay
defective
unhappy
failure
inadequate
stingy
abuse
error
blame
damage
dissatisfied
fault
hardship
inferior
unsatisfactory
alleged
complain
mad

Positive Words (use instead)

good
agreeable
cordial
exclusive
happy
progress
valuable
admirable
benefit
deserving
fortunate
pleasure
satisfaction
warmth
advantage
comfortable
enjoy
generous
profit
success
welcome

LETTER TERMINOLOGY

The right selection of words for a specific communication is very important today. Using words to say exactly what you mean makes your message clearer to the reader and helps to prevent misunderstandings.

Below are some words or phrases that are considered stiff and/or out of date. To the right is the appropriate and up to date word or phrase.

| Out Of Date Phrase | Up To Date Phrase |
|---|---|
| 1. attached hereto you will find | 1. attached is |
| 2. acknowledge receipt of | 2. thank you, or I received |
| 3. at an early date | 3. soon (or provide a specific date) |
| 4. because of circumstances beyond our control | 4. we have not |
| 5. under separate cover | 5. separately |
| 6. we are not in a position | 6. we cannot |
| 7. under date of | 7. on |
| 8. kindly let us know | 8. please let me know |
| 9. as per | 9. as, or, according to |
| 10. finalize | 10. end, or complete |
| 11. inaugurate a change | 11. begin |
| 12. grave emergency | 12. emergency |
| 13. thank you in advance | 13. we shall appreciate |
| 14. would you kindly send | 14. please send |
| 15. herewith | 15. (omit; should not be used) |
| 16. subsequent | 16. after |

PROMOTING GOODWILL

Business people want to make customers feel happy about being a customer. Every letter we write gives us a chance to build effective public relations and create a favorable image of our business to the reader. This is called promoting goodwill.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

Below are four factors that help promote goodwill:

1. Goods, products, or services

   An employee should have a thorough knowledge of the company and of the goods and services it offers. The employee should be loyal toward the company. A sincere, loyal employee should be able to convey this in the writing of company letters.

2. Ethical conduct

   A company's reputation for high ethical standards includes keeping its word, not taking advantage of other firms or persons, and paying bills promptly. When writing for a company, the employee should reflect the company's ethics.

3. Superior service to customers

   Customers expect good service; but, when they receive it they are flattered. When they get poor service, on the other hand, they react negatively and their goodwill is eventually lost. Consistently good service keeps old customers and makes new customers out of prospects. Business letters should stress this service-mindedness of the company.

4. Prompt attention to details

   One secret of building a reputation for super service is prompt action. When a request comes in, it should be answered within 48 hours. If a customer has a complaint, it should be attended to without delay. Failure to reply quickly to a letter is a sure way to destroy goodwill. Such negligence implies to customers that they are not important enough to merit your attention. If you are unable to answer all the writer's questions within 48 hours, you should write anyway, giving what help you can and indicating when the remaining questions will be answered.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

Exercise

RVTC

## Directions

Evaluate your knowledge by answering the items below.

Re-write the following sentences and insert all necessary punctuation marks on a separate sheet of paper.

1. If we can be of further assistance to you we shall be glad to hear from you.
2. Under the circumstances the receipt mailed to you on July 15 is void.
3. To save yourself a trip you should bring your birth certificate and two small photographs.
4. our course in advanced secretarial procedures includes far more than study of shorthand typewriting and bookkeeping.
5. Both Mary and i are taking courses leading to the certificate c.p.a.
6. James hargretts garages are closed on sunday.
7. mr. moody as well as berly, delores, and joan is making remarkable improvement.
8. By lying under the car henry was able to find the cause of all the trouble.
9. the four boys you mention are all good mathematicians but i think Mary is the best now.
10. Tokyo is the largest city in the world new york is the second largest.

In each of the following sentences determine whether the numbers and the words related to numbers are expressed correctly. If the sentence is correct, write "C". If the sentence is incorrect, write "I" on a separate sheet of paper.

1. Thirty-five students are going to Jacksonville for the convention.
2. That project cost us 12 thousand dollars.
3. Barbara lives near Twenty-ninth Street.
4. We were given 3 theater tickets to see the movie "Jaws".

5. About 800 executives are expected to attend the meeting.
6. She formerly lived on Tenth Avenue.
7. Samuel is 19 years old today.
8. 8,516 students participated in the survey.
9. There are eight new employees in the lunchroom.
10. My new address is 5 Davis Boulevard.

### Answer Key

1. If we can be of further assistnace to you, we shall be glad to hear from you.
2. Under the circumstances, the receipt mailed to you on July 15 is void.
3. To save yourself a trip, you should bring your birth certificate and two small photographs.
4. Our course in Advanced Secretarial Procedures includes far more than study of shorthand, typewriting, and bookkeeping. (the comma after typewriting is optional)
5. Both Mary and I are taking courses leading to the certificate C.P.A.
6. James Hargretts garages are closed on Sunday.
7. Mr. Moody, as well as Berlyn, Delores and Joan, is making remarkable improvement.
8. By lying under the car, Henry was able to find the cause of all the trouble.
9. The four boys you mention are all good mathematicians, but I think Mary is the best one.
10. Tokyo is the largest city in the world; New York is the second largest.

1. C
2. I
3. I
4. I
5. I
6. C
7. I
8. I
9. C
10. C

## Exercise

### Directions

Evaluate your knowledge by answering the items below on a separate sheet of paper.

Write each word that should or should not be capitalized. Write each word that is misspelled. Write every word that is grammatically incorrect. Analyze the letter according to the following qualities of a good letter: a. courtesy, b. completeness, c. clearness, d. conciseness, e. correctness. How many errors were circled?

1. September 25, 1976

2. Mrs. Gail Modlin
3. State Department of Education
4. Tampa, Florida 33602

5. Dear Mrs. Modlin:

6. It was good to hear from you regarding the new courses at the
7. teacher's colleges in your State. Your State is the only one
8. of those in the west that have offered such courses in Public
9. Colleges. When I discussed your courses with our staff members,
10. it was our faculties' opinion that it would be advisable for
11. our state to consider such courses, to.

12. In this letter we shall try to answer the too questions you
13. asked. Since we do not have all the necessary statistics,
14. however, our answers will not be finale.

15. Will you please bekkine enough to examine the booklets enclosed.
16. The red booklet contains data about our libaries, and the green
17. one shows the next school years activitys. All eht High
18. Schools in our State will receive copys of these booklets. We
19. know that libaries will welcome the green booklet.

20. Whenever we may be of further help, Mrs. Modlen, please be sure
21. to let us here from you when we may be of assistance.

22. Very Sincerely Yours,

23. J. Rodger Bell

24. JRB/dm
25. Enclosures 2

# Answer Key

Courtesy:

The many errors cause the letter to be discourteous.
Addressee's name is misspelled.

Completeness:

The letter refers to two questions asked--the answers are not included.

Conciseness:

Whenever should be "when" -- 4th paragraph
Delete "be kind enough to" -- 3rd paragraph

Correctness:

Has, not have in 1st paragraph
Here for hear.

25 circled errors.

Exercise

RVTC

## Directions

Evaluate your knowledge by answering the items below

Write "S" if the statement is a complete sentence or "NS" of the statement is not a complete sentence on a separate sheet of paper.

1. "If you have any use for this thing."
2. Sits and sighs and makes entries in his diary.
3. He is also "breaking in" two new pipes.
4. In order to keep these pipes lit.
5. He offered me his varsity sweater.
6. In his room, from which issue clouds of smoke.
7. Which a year ago he would have defended with his life.
8. The fabric known as batik.
9. The design is painted on the cloth with wax.
10. Boiling removes the wax and leaves the design.

Write the word which agrees with the subject in the space provided.

1. There (was, were two candidates for the office.
2. The result of his efforts (seem, seems) uncertain.
3. Not one of the teachers (approve, approves) our conduct.
4. (Don't, Doesn't) it bother you?
5. The principal, as well as the school board and the faculty (was, were) there.
6. Neither of the stories (was, were) good enough to publish.
7. Fear of open spaces (is, are) known as agoraphobia.
8. A sophmore, as well as a junior, (is, are) allowed to take Speech.
9. The vessel, with its entire crew and cargo, (was, were) lost.
10. The mayor of the city and the governor of the state (has, have) been in conference.

Exercise

RVTC

## Answer Key

1. NS
2. NS
3. S
4. NS
5. S
6. NS
7. NS
8. NS
9. NS
10. S

1. were
2. seems
3. approves
4. Doesn't
5. was
6. was
7. is
8. is
9. was
10. have

# SELF-CHECK

RVTC

## Directions

Evaluate your knowledge by answering the items below.

1. Explain the "You" attitude.
2. What are the four checklist items for an effective business letter and explain each one.
3. Give an example of an up to date phrase for each of the out-of-date phrases listed below:
    a. attached hereto
    b. would you kindly send
    c. we are not in a position
    d. acknowledge receipt of
4. Below are four factors that help promote goodwill. Write an explanation of each factor.
    a. prompt attention to details
    b. superior service to customers
    c. ethical conduct
    d. goods, products or services

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

## Answer Key

1. The "you" attitude means to keep the reader's point-of-view in mind at all times.

2. a. A good letter is unmistakably clear.
    1. easy to read.
    2. clearly written.

   b. A good letter does a specific job.
    1. has a definite purpose.
    2. tells what is to be done.

   c. Has a pleasing personality.
    1. attractive.
    2. concise.
    3. friendly.
    4. sincere
    5. "you" viewpoint
    6. negative elements handled carefully

   d. Interesting to the reader.
    1. interesting
    2. helpful attitude

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Write effective business letters.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read and complete exercise. No. 1 about letter styles. | 1. Exercise enclosed. |
| 2. Listen and view Resource No. 2 to identify proofreading. | 2. Audio-visual: "Techniques for Proofreading and Making Corrections". |
| 3. Practice writing simple business letters by completing Resource No. 3 in a letter style of your choice. | 3. Exercise enclosed. |
| 4. Type one of the letters composed in Resource No. 1. Make one carbon copy. | 4. Supplies |
| 5. Complete the Self-Check and turn your work into your instructor. | 5. Self-Check enclosed. |
| 6. When you think you can perform this task, take the Performance Test. | 6. Performance Test for task CO-13. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 2 |

Exercise

RVTC

## Directions

Evaluate your knowledge by matching the items below on a separate sheet of paper.

1. Letterhead
2. Inside address
3. Salutation
4. Mixed punctuation
5. Open punctuation
6. Body
7. Complimentary closing
8. Signature
9. Reference initials
10. Attention line
11. Subject line
12. Enclosure notation
13. Postscript
14. Carbon-copy notation
15. Blind carbon copy
16. Modified block style
17. Full block style
18. Simplified letter
19. Hanging-indention style
20. Envelope

a. A colon follows the salutation and a comma follows the complimentary close.

b. Paper that has a heading that shows sender's name and address, including zip code.

c. Indicate the dictator and typist or only the typist.

d. The container that carries the letter to its destination.

e. You send a carbon copy to a person but do not wish the receiver of the original copy to know you are sending such a copy.

f. No punctuation follows the salutation and complimentary close.

g. This signifies that you are putting an item in the envelope with your letter.

h. In this letter the first line of each paragraph begins at the left margin, with each following line indented five spaces.

i. The name and address of the person or firm to whom you send a letter.

j. Greets the reader.

k. Contains the message.

l. This letter is full block but the salutation and complimentary close are omitted.

m. This part indicated the topic of your letter.

n. All lines of this letter are at the left margin except the date and complimentary close.

o. A message added at the end of your letter.

p. The friendly ending of a letter.

q. All lines of this letter are at the left margin.

r. If you send a copy of your letter to one or more persons.

s. When you wish to direct your message to a specific person.

t. The reader identifies the writer.

## Answer Key

1. b
2. i
3. j
4. a
5. f
6. k
7. p
8. t
9. c
10. s
11. m
12. c
13. o
14. r
15. e
16. n
17. q
18. l
19. h
20. d

## Directions

Evaluate your knowledge by matching the items below on a separate sheet of paper.

1. HAYEFORD CORPORATION
   Administrative Center
   Chicago, Illinois 60601
2. August 13, 1976
3. Southern National Corporation
   2761 Benton Avenue
   Kansas City, Mo. 33577
4. ATTENTION: Mr. James K. Fawley
5. Gentlemen:
6. SUBJECT: EFFECTIVE COMMUNICATION

   You may be sure that we appreciate your most interesting comment on the booklet of the series we have presented to the business executives of America under the sponsorship of our Communication Division.
7. Comments like yours are encouraging. They make us more certain that we are giving a valuable service to American business, a service all the more appreciated.

   Executives are just coming to the full realization that business messages are one of America's most powerful communication channels. Business messages win the headlines in the history of our American business.
8. Sincerely yours,
9. Donald C. Blair, Director
   Communications Division
10. DCB:sg
11. cc: Personnel Department

a. Date line
b. Salutation
c. Complimentary close
d. Reference initials
e. Subject line
f. Writer's identification
g. Carbon copy notation
h. Message (body)
i. Letterhead
j. Inside address
k. Attention line

Exercise

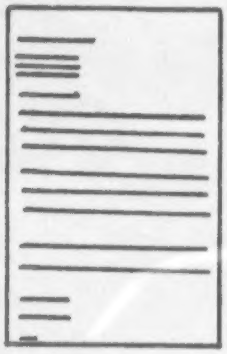
RVTC

## Answer Key

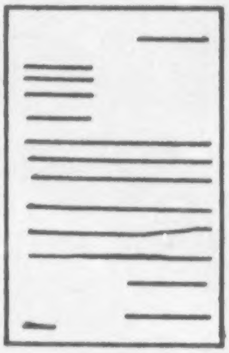
1. i
2. a
3. j
4. k
5. b
6. e
7. h
8. c
9. f
10. d
11. g

## Directions

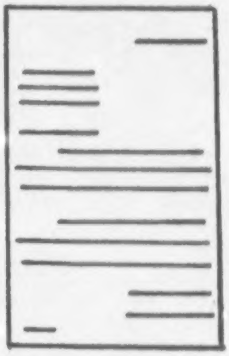
Write the letter that identifies the appropriate style of the minature illustration on a separate sheet of paper.



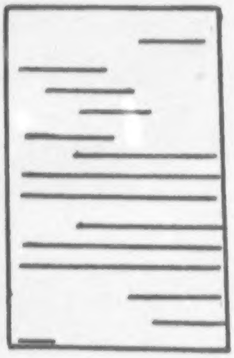
Style A



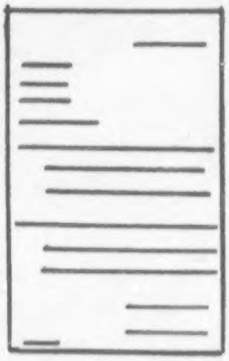
Style B



Style C



Style D



Style E

1. Which is the "modified blocked" or semiblocked letter arrangement with paragraph identions?
2. Which is the "full blocked" arrangement?
3. Which is the "hanging indented" or inverted paragraphs letter arrangement?
4. Which is the modified blocked letter arrangement without paragraph indentions?
5. Which is the indented form of letter arrangement?
6. Which style is the least appropriate for routine correspondence?
7. Which one style best lends itself to sales or advertising letters?
8. Which one style is the most efficient for the typist?
9. Which one style is the most commonly used for business correspondence?
10. The simplified letter is most like which one of the above styles?

xercise

## Answer Key

1. c
2. a
3. a
4. b
5. d
6. d
7. e
8. b, a
9. b, a
10. a

## Directions

Read the following letter. Find every misspelled word, grammatical error, and error in punctuation. On a separate sheet of paper, type a good copy and turn it in to your instructor.

Mr. Thomas G. Edwards, Jr.
185 Northern Boulevard
Cincinnati, Ohio

Dear Mr. Edwards:

Seperately I am sending you a copy of, "Automated Payroll Systems--Some Comparisons," a report prepared by our Systems Division. If you have any comments to make about this report please send them to us.

Yesterday I talked with John Greenleaf, the man I mentioned to you in my recent lette. If you can see him, at 10 a.m. next Wednesday, I am positive it will be to our mutual advantage.

Neither Frank Lawson or David Yardley have sent us the results of their investigations. Since I think that the men's report will be about fourty-eight pages, I wish that Frank and David would hurry. Usually they are more efficient and compleate their work quickly. When there reports are late, I am called "on the carpet."

When I have further information to report I shall write to you, and let you have my recomendations. In the mean time mr. edwards, let me here from you when ever I may be of service.

Sincerely yours,

Joseph A. Righter, Director
Research Division

Exercise

RVTC

## Directions

Read the following letter. Find every misspelled word, grammatical error and error in punctuation. On a separate sheet of paper, type a mailable copy and turn it in to your instructor.

November 30, 1980

Mr. Charles J. Oliver
1123 East Lemon Street
Dallas, Texas 75204

My Dear Mr. Charles:

We have received your letter pertaining to our new line of cotten fabrics. We shall tell you about these fabrics in the brochures that we are sending you.

I have shown your letter to Mr. Clayton. Both he and our sales manager discussed.it. Our sales manager will soon be writing you about the matter.

With this letter I am sending you three pamplets which I hope will proove useful to your. We are sending them to all our customers next month. We are sure you will be interested in the illustrations in these pamplets, since they are unusual, to say the least, and they will be of a great deal of help to those who are in your line of work.

If we maybe of help to you again Mr. Charles please let us know.

Sincerely yours,

Edward K. Righter
Sales Dept.

EKR/xxx

Enclosures 2

## Directions

Compose the following business letters.

1. Photographic Equipment & Supplies, Inc. of New York received from Mr. Frank Caposio, Corso Grossetto 90, Turin, Italy, an order for: 5 cameras, Catalogue No. 10.11; 1,000 rolls film, black and white, 120 mm; 500 rolls films, color, 120 mm. Mr. Caposio wants to buy on credit. He has given you a bank and a manufacturing company as credit references. His bank is Banco Torino, Turin, Italy. Mr. Caposio's credit references reports his credit to be good. The credit listing agencies also give him a good report. Because of these good reports, you are shipping the order today with a sight draft attached, addressed to the Banco Torino. Write the necessary letter granting credit and requesting his latest financial statement.

2. Mr. Charles Edwards, 345 West Adams Street, Webster, Iowa, 52355, bought a stereo set three weeks ago from your large furniture store 150 miles from his home, It worked well for a few days, but then the volume control failed to function. Mr. Edwards considered the problem minor--one he could easily solve by himself. After taking the set apart, he found the problem was quite complex. So he put the parts back together as best he could and returned the stereo to the store, with a request that it be repaired under the terms of the 90-day guarantee against defective materials and workmanship. But the guarantee specifically states that repairs are to be made only by the manufacturer's representative and any attempt on the part of the owner to do the work invalidates the guarantee. Write an adjustment letter telling Mr. Edwards that for $15 the stereo can be repaired, but Mr. Edwards will have to pay the bill.

3. S.P. Cleveland, representing the Danforth Hog Breeders Association, objects to the gratuity charge of 15 percent that was added to the cost of the Association's banquet held recently at Pickwick Manor. In fact, Mr. Cleveland deducts the 15 percent ($108) from the total bill of $828, sending his check for $720.

   Your contract with the Association specifically provided that a 15 percent gratuity charge would be made for the banquet and Mr. Cleveland signed it. Respond to Mr. Cleveland, explaining that you cannot allow the deduction of the gratuity (such a charge is customary).

## SELF-CHECK

**RVTC**

### Directions

Evaluate your knowledge by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was correct arrangement style used?.................... | ____ | ____ |
| 2. Were all words spelled correctly?...................... | ____ | ____ |
| 3. Were all sentences grammatically correct (one main idea in each paragraph)?............................... | ____ | ____ |
| 4. Were there no more than 6-8 lines to a paragraph?...... | ____ | ____ |
| 5. Were smooth transitions made from one sentence to another and one paragraph to another?.................. | ____ | ____ |
| 6. Was all important information included?................ | ____ | ____ |
| 7. Was one carbon copy made?.............................. | ____ | ____ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 13 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-13

**RVTC**

BU-*-CO-13

**TASK:** Identify and Type Effective Business Letters

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** In an office situation, you will write simple business letters. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED<br>For successful attainment ALL items must receive a "YES" response | YES | NO |
|---|---|---|---|
| 1. | Was correct arrangement style used? | | |
| 2. | Were all words spelled correctly? | | |
| 3. | Were all sentences grammatically correct (one main idea in each paragraph)? | | |
| 4. | Were there no more than 6-8 lines to a paragraph? | | |
| 5. | Were smooth transitions made from one sentence to another and one paragraph to another? | | |
| 6. | Was all important information included? | | |
| 7. | Was one carbon copy made? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 13 | | Page 1 of 1 |

Performance Test task CO-13

RVTC

1. Assume that you are employed by Alexander Building Products Company, a dealer in building supplies. The Florida Building Supply Company, 2084 Main Street, Lakeland, Florida 33578, has sent you two substantial orders accompanied by checks. You have made some discreet inquiries and have learned that the firm is a good credit risk. You would like to add the firm to your list of charge customers. Write a letter acknowledging the company's latest order and inviting the firm to open an account with you.

2. Answer the following letter from Mrs. Thomas Keenan:

   I think your catalog is better than ever, and I mean it! Your bargains have saved me money and your service has saved me time. I would like to apply for your regular charge account privileges.

   I have many references as to my honesty. My husband is dead and I collect $198 a month in social security benefits. I take care of kids for my neighbors and do washing and ironing. Sometimes I earn up to $40 a month doing this extra work.

   My kids are good kids and all five of them, from the seven year old to the one year old, are well behaved and helpful around the house.

   I could use your help, so please consider my charge application.

   *Your mail-order house cannot extend credit to her no matter how honest she appears to be. Write an appropriate letter refusing credit.

BU-*-CO-14

DRAFT COPY

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

## A STUDENT LEARNING GUIDE

**TASK:** Compose and Type a Memorandum

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

A memorandum is a brief communication, written on s special form, among people within the same organization. Because of this, it is more informal than other types of communication. The main purpose of a memorandum is to save time when giving information to members of the organization.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 14 | CO-13 |

| REVISED : | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** role-playing information for composing a memorandum,

**YOU WILL:** compose and type a memorandum.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 9.

**NOTE:**

**IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.**

## ENABLING OBJECTIVES:

1. Identify memorandums.
2. Compose and type memorandums.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 14 |

# ENABLING OBJECTIVE NO. 1

RVTC

Identify memorandums.

## LEARNING STEPS

1. Read each of the Resources in No. 1a and two of the Resources in No. 1b to identify memorandums.

2. Evaluate your knowledge by completing the Self-Check.

3. Go on to Enabling Objective No. 2.

## RESOURCES

1. a. Text: Gregg Typing for Colleges, pages 104 - 106.

   Text: Gregg Reference Manual, pages 267 - 268.

   b. Text: Clerical Office Procedures, pages 72 - 74.

   Text: Modern Business Correspondence, pages 13, 16 and 107 - 108.

   Text: Business Communications a Problem-Solving Approach, pages 98 - 100.

   Text: Basic English for Business Communication, pages 217 - 219.

2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 14 | 1 |

## SELF-CHECK

RVTC

Directions

Evaluate your knowledge by answering True or False to the items below on a seaprate sheet of paper.

1. Memorandums may be sent to people within an organization.
2. An advantage of a memorandum is that they can be typed quickly.
3. Type memos in single spacing.
4. A memorandum typed on plain paper has a top margin of 10 spaces.
5. If carbon copies are sent to other people, their names should be on the original.
6. Reference initials are not placed on memos.
7. Separate the body and heading of a memorandum with a double space.
8. Memos may be typed on half sheets or whole sheets.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 14 | 1 |

# SELF-CHECK

**RVTC**

Answer Key

1. T
2. T
3. T
4. F
5. T
6. F
7. F
8. T

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 14 | 1 |

## ENABLING OBJECTIVE NO. 2

**RVTC**

Compose and type a memorandum.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice writing a memorandum using Resource No. 1. | 1. a. Exercise enclosed<br>b. Reference Manuals |
| 2. Type in final form, one of the memorandums you composed in Resource No. 1. Make one carbon copy. | 2. Supplies |
| 3. Evaluate your knowledge by completing the Self-Check. Have your instructor check your work. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task CO-14. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 14 | 2 |

Exercise

RVTC

Directions

Compose and type a rough draft memo for each of the following situations. Include appropriate subject line. Construct a standard memo form. Use one-inch side margins.

Situation #1: Frank Howard is organizing a Sunshine Fund in your company to buy gifts and send flowers to employees who are sick or have a death in the family. By means of a survey, he would like to know who would be interested in being on the committee to develop guidelines, and to suggest the dues to be collected. The employees should reply by noon Wednesday.

Situation #2: You are the Business Club Secretary and you are sending a memo to all new members to welcome them to your club. Your meetings are held in the Baker Building, Room 33, 1708 Central Avenue, Winter Haven, at six o'clock on the third Wednesday of each month. Remind each member to bring a covered dish.

Situation #3: Your boss, Janet Wilson, will be out of town for three weeks. She is the branch manager of your company. She needs you to write a memo to her replacement, Michael Morrow, informing him of the procedure for opening an account: (1) credit check, (2) fill out purchase order, (3) sign company trade agreement form, (4) deliver product literature and stock shelves.

## SELF-CHECK

**RVTC**

Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | | YES | NO |
|---|---|---|---|
| 1. | Was heading neatly prepared, including firm name and words such as Memo or Interoffice Memo? | | |
| 2. | Were To, From, Subject and Date typed in correct format? | | |
| 3. | Were strikeovers and spacing errors eliminated? | | |
| 4. | Were all words correctly spelled? | | |
| 5. | Were grammatically correct sentences constructed? | | |
| 6. | Was only one main idea developed in each paragraph? | | |
| 7. | Were smooth transitions made from one sentence to another? | | |
| 8. | Were smooth transitions made from one paragraph to another? | | |
| 9. | Were paragraphs single-spaced? | | |
| 10. | Was double-spacing used between paragraphs? | | |
| 11. | Was all important information included? | | |
| | a. Was subject line brief and specific? | | |
| | b. Was purpose of memo given in first paragraph? | | |
| | c. Was information necessary to the main idea given in the second (and third, if necessary) paragraph? | | |
| | d. Was final paragraph either directing future action or requesting direction on future action? | | |
| 12. | Was carbon copy prepared? | | |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 14 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-14

**RVTC**

BU-7640-7660-7680-CO-14

**TASK:** Compose and Type a Memorandum

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** You will compose and type a memorandum in a role-playing situation. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED<br>For successful attainment ALL items must receive a "YES" response | YES | NO |
|---|---|---|---|
| 1. | Was heading neatly prepared, including firm name and words such as Memo or Interoffice Memo?? | | |
| 2. | Were To, From, Subject and Date typed in correct format? | | |
| 3. | Were strikeovers and spacing errors eliminated? | | |
| 4. | Were all words correctly spelled? | | |
| 5. | Were grammatically correct sentences constructed? | | |
| 6. | Was only one main idea developed in each paragraph? | | |
| 7. | Were smooth transitions made from one sentence to another? | | |
| 8. | Were smooth transitions made from one paragraph to another? | | |
| 9. | Were paragraphs single-spaced? | | |
| 10. | Was double-spacing used between paragraphs? | | |
| 11. | Was all important information included? | | |
| | a. Was subject line brief and specific? | | |
| | b. Was purpose of memo given in first paragraph? | | |
| | c. Was information necessary to the main idea given in the second (and third, if necessary) paragraph? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ____________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 14 | | Page 1 of 1 |

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# RIDGE

## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-CO-15

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Compose and Type a Letter of Request

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Letters asking for information, services or materials are one of the simplest types of business letter. The writer must phrase requests tactfully, giving all important information so that the reader will be happy to respond.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 15 | CO-14 |

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|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** role-playing information for composing a letter of request,

**YOU WILL:** compose and type a letter of request.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 9-11.

## ENABLING OBJECTIVES:

1. Identify letters of request.
2. Compose and type a letter of request.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 15 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify letters of request.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify letters of request. | 1. Text: Modern Business Correspondence, pages 67 - 70 and 92 - 94. |
| 2. Complete the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 15 | 1 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by answering True or False to the items below on a separate sheet of paper.

1. A letter of request specifies in the beginning of the letter what action is to be taken.
2. Specific questions should be itemized if necessary.
3. Convey your sincerity to your reader.
4. Tell your reader when the information is needed.
5. It is all right to quote your reader without permission.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 15 | 1 |

# SELF-CHECK

RVTC

## Answer Key

1. F
2. T
3. T
4. T
5. F

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 15 | 1 |

# ENABLING OBJECTIVE NO. 2

**RVTC**

Compose and type a letter of request.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice composing letters of request by completing Resource No. 1. | 1. Exercise enclosed. |
| 2. Using Resource No. 1 compose and type a letter of request for one of the situations. Make one carbon copy. | 2. Letter writing supplies |
| 3. Complete the Self-Check and turn your work in to the instructor. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 15 | 2 |

Exercise

RVTC

## Directions

Compose one letter of request for each of the following situations. Make up names, addresses or added information as needed.

1. Write a letter to, McGraw-Hill Book Company asking for 50 copies of the free pamphlet entitled "Letter Writing Is Fun". This was advertised in their latest catalog, for Business Education students. Mention your program at RVTC and how it will help the students.
2. Make reservations for your employer at the Management Seminar to be held at Cobo Hall in Detroit, Michigan. The seminar is June 9 - 12. Request a double room. Ask for a confirmation.

## SELF-CHECK

**RVTC**

### Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

YES NO

1. Was the letter typed using correct arrangement style?.. ____ ____
2. Was correct punctuation style used?.................... ____ ____
3. Were strikeovers and spacing errors eliminated?........ ____ ____
4. Were all words spelled correctly?....................... ____ ____
5. Were grammatically corrected sentences and paragraphs constructed?............................................ ____ ____
6. Were no more than six-eight typewritten lines to a paragraph?............................................. ____ ____
7. Was all important information included?................ ____ ____
    a. Was subject line (if appropriate) used?............ ____ ____
    b. Was letter started with either a key specific question or a direct statement indicating the purpose of the letter?.............................. ____ ____
    c. Was adequate information included to get a complete answer to an inquiry?.............................. ____ ____
    d. Was gratitude expressed?........................... ____ ____
    e. Was specification requested at the end, leaving reader clear as to what actions should be taken?... ____ ____
8. Was carbon copy prepared?.............................. ____ ____

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 15 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-15 RVTC

BU-*-CO-15

**TASK:** Compose and Type a Letter of Request

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** You will compose and type a letter of request, given role playing information. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the letter typed using correct arrangement style? | | |
| 2. | Was correct punctuation style used? | | |
| 3. | Were strikeovers and spacing errors eliminated? | | |
| 4. | Were all words spelled correctly? | | |
| 5. | Were grammatically corrected sentences and paragraphs constructed? | | |
| 6. | Were no more than six-eight typewritten lines to a paragraph? | | |
| 7. | Was all important information included? | | |
| | a. Was a subject line (if appropriate) used? | | |
| | b. Was letter started with either a key specific question or a direct statement indicating the purpose of the letter? | | |
| | c. Was adequate information included to get a complete answer to an inquiry? | | |
| | d. Was gratitude expressed? | | |
| | e. Was specification requested at the end, leaving reader clear as to what actions should be taken? | | |
| 8. | Was carbon copy prepared? | | |

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ______________________

| DEPT. | PROG. | DUTY | TASK | ATTEMPT |
|---|---|---|---|---|
| BU | * | CO | 15 | |

Page 1 of 3

RIDGE VO-TECH CENTER 1980

## Directions

Your company is considering overhauling its pension plan for employees, and you have been asked to study the problem and prepare a preliminary set of recommendations. In a recent issue of EMPLOYEE RELATIONS there is an excellent article entitled "Trends in Pension Plans". You would like to quote from this article in your report. Write to Paul Bahnsen, the editor, for permission. The name of your company is: Federal Bearings Inc., 1978 South Federal Lane, Auburndale, Fl. 33800

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BU-*-CO-16

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Compose and Type a Letter of Transmittal

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

A transmittal letter provides a record of any important papers, checks or any hard-to-replace document. This assures the readers prompt delivery of the document and what action is to be taken.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 16 | CO-15 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

# STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** role-playing information for composing a letter of transmittal,

**YOU WILL:** compose and type a letter of transmittal.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 9-11.

## ENABLING OBJECTIVES:

1. Identify letters of transmittal.
2. Compose and type letters of transmittal.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 16 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify letters of transmittal.

### LEARNING STEPS

1. Read Resource No. 1 to identify letters of transmittal, and letter styles.
2. Complete the Self-Check.
3. Go on to Enabling Objective No. 2.

### RESOURCES

1. a. Text: Modern Business Correspondence; pages 71 and 106.
   b. Text: Gregg Reference Manual; pages 231 - 267.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 16 | 1 |

# SELF-CHECK

RVTC

## Directions

Circle T for True and F for False.

T F 1. A transmittal letter provides a record of when you sent what to whom.

T F 2. When you transmit papers inside an organization, an accompanying memorandum is not necessary.

T F 3. Let the receiver know what action is expected in a letter of transmittal.

T F 4. Letters of transmittal are also called cover letters.

T F 5. Sales promotion is a good technique in letters of transmittal.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 16 | 1 |

## SELF-CHECK

RVTC

Answer Key

1. T
2. F
3. T
4. T
5. T

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | C O | 16 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Compose and type letters of transmittal.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice composing letters of transmittal, by completing Resource No. 1. | 1. Exercise enclosed. |
| 2. Using Resource No. 1 type one (1) letter of transmittal. Make a carbon copy. | 2. Supplies |
| 3. Complete Self-Check and turn your work in to the instructor. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task C-16. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | C O | 16 | 2 |

Exercise

RVTC

## Directions

Compose one (1) letter of transmittal for each of the following situations. Make up names, addresses or added information as needed.

1. As secretary to Norma Jones, Business Manager for your company, you have been asked to write a letter to be sent with a company check in the amount of $8,954 to Jack C. Tallmedge, President, Allied Properties, Inc., West Indiana Avenue, Tampa, Fl. 33610

   This check is the final installment for the property your company purchased from Allied Properties, Inc., on May 31 of this year. Ms. Jones has asked you to request that the deed to the property be sent to your company by return mail, attention of Ms. Jones.

2. Write a letter for the brochure you are enclosing about course offerings at Ridge Vo-Tech. RVTC offers programs in many vocational fields. A day and a night program is offered. You are answering a request from June Ashcraft, 206 South Grapefruit, Winter Haven, Florida 33880. (obtain a brochure from the Guidance Office to enclose with your letter)

# SELF-CHECK

RVTC

## Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response

| | | YES | NO |
|---|---|---|---|
| 1. | Was the letter typed using correct arrangement style?... | | |
| 2. | Was correct style punctuation used?..................... | | |
| 3. | Were strikeovers and spacing errors eliminated?......... | | |
| 4. | Were all words spelled correctly?....................... | | |
| 5. | Were grammatically correct sentences and paragraphs constructed?............................................ | | |
| 6. | Were no more than six - eight typewritten lines to a paragraph?............................................. | | |
| 7. | Were smooth transitions from one sentence to another?... | | |
| 8. | Were smooth transitions from one paragraph to another?.. | | |
| 9. | Was all important information included?................. | | |
| | a. Was what was sent identified?........................ | | |
| | b. Was the amount of money sent identified?............ | | |
| | c. Was the purpose for which the money was sent identified?........................................... | | |
| | d. Was any action necessary on the part of the recipient specified?................................... | | |
| 10. | Was one carbon copy prepared?........................... | | |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | C0 | 16 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-16

**RVTC**

BU-*-CO-16

**TASK:** Compose and Type a Letter of Transmittal

STUDENT'S NAME ______________________ DATE ______________

**DIRECTIONS TO STUDENT:** Given role-playing information for composing a letter of transmittal, you will compose and type a letter of transmittal. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the letter typed using correct arrangement style? | | |
| 2. | Was correct style punctuation used? | | |
| 3. | Were strikeovers and spacing errors eliminated? | | |
| 4. | Were all words spelled correctly? | | |
| 5. | Were grammatically correct sentences and paragraphs constructed? | | |
| 6. | Were no more than six-eight typewritten lines to a paragraph? | | |
| 7. | Were smooth transitions from one sentence to another? | | |
| 8. | Were smooth transitions made from one paragraph to another? | | |
| 9. | Was all important information included? | | |
| | a. Was what was sent identified? | | |
| | b. Was the amount of money sent identified? | | |
| | c. Was the purpose for which the money was sent identified? | | |
| | d. Was any action necessary on the part of the recipient specified? | | |
| 10. | Was one carbon copy prepared? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 16 | | Page 1 of 1 |

RIDGE VO-TECH CENTER 1980

Performance Test A

RVTC

## Directions

Shirley Hooten, accounting instructor at North County Community College, has written asking for a copy of your company's (Greater Boston Realty Company) annual report to use as an example in her classes. Use the letterhead below to transmit the annual report. Also, mention that you would like to hire two students as part-time accounting clerks. Ms. Hooten's address is North County Community College, P.O. Box 749, San Diego, CA 92109.

## Directions

You are an administrative assistant in the accounting department for Thompson Temporaries. Using the letterhead below, write a letter to Automated Business systems, P.O. Box 1776, Atlanta, Georgia 30312, asking for their descriptive booklet about their payroll service. You will need as much information as possible as your boss has asked that you write a report making recommendations for a new payroll system.

BU-*-CO-17

DRAFT COPY

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BUSINESS EDUCATION

## A STUDENT LEARNING GUIDE

**TASK:** Compose and Type a Letter of Acknowledgement

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

Each organization has its own way of acknowledging orders. Proper handling and writing of these letters helps to promote goodwill.

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| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 17 | CO-16 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** a role-playing situation,

**YOU WILL:** write a letter of acknowledgemnt.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on page 9.

## ENABLING OBJECTIVES:

1. Identify letter of acknowledgment.
2. Compose and type letter of acknowledgment.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 17 |

## ENABLING OBJECTIVE NO. 1

**RVTC**

Identify letter of acknowledgment.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Read Resource No. 1 to identify letters of acknowldgment. | 1. Text: Modern Business Correspondence, pages 71 - 76. |
| 2. Evaluate your knowledge by completing the Self-Check. | 2. Self-Check enclosed. |
| 3. Go on to Enabling Objective No. 2. | |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 17 | 1 |

# SELF-CHECK

**RVTC**

## Directions

Evaluate your knowledge by answering True or False to the items below on a separate sheet of paper.

1. An acknowledgment letter specifies what is being shipped, how and when it will approximately arrive.
2. Order blanks are not enclosed in letters of acknowledgment.
3. A reply envelope is never enclosed.
4. Give a brief sales pitch on other products to promote interest.
5. Note any special instructions.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 17 | 1 |

# SELF-CHECK

RVTC

Answer Key

1. T
2. F
3. F
4. T
5. T

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 17 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Compose and type letter of acknowledgment.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice composing letters of acknowledgment by completing Resource No. 1. | 1. Exercise enclosed. |
| 2. Type one of the letters prepared in Resource No. 1. Make one carbon copy. | 2. Supplies |
| 3. Evaluate your knowledge by completing the Self-Check. Turn your work into your instructor. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task C-17. |

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 17 | 2 |

Exercise

RVTC

## Directions

Compose one acknowledgment letter for each of the following situations. Make up any names or addresses as needed.

1. Reply to a customer's order. The customer paid $450 for 500 T-shirts to be given away at the Citrus Classic Road Race. The customer forgot to tell you what color would be suitable. You can deliver the shirts as soon as you receive a reply.

2. You wish to order the following supplies:

   One case of duplicator paper, six boxes of labels, twelve boxes carbon ribbon, two pads of ledger sheets and a gallon can of duplicating fluid. Have the company bill your office and ship as soon as possible.

3. Your company, Ridge Corporation, has advertised for sealed bids to provide drinks and sandwiches for the employee picnic. You received a bid from Lake Alfred Foods, Box 1600, Lake Alfred, Florida. Write a letter to June West, Manager, acknowledging receipt of the bid. Invite her to your office on May 9, when bids will be opened and contract awarded.

# SELF-CHECK

RVTC

Directions

Evaluate your work by answering the items below.
All items should receive a "YES" response.

YES NO

1. Was the correct arrangement style used?.............. ____ ____
2. Was correct punctuation style used?.................. ____ ____
3. Were strikeovers and spacing errors eliminated?...... ____ ____
4. Were all words spelled correctly?.................... ____ ____
5. Were sentences and paragraphs grammatically correct?.. ____ ____
6. Were there only six to eight typewritten lines to a paragraph?........................................ ____ ____
7. Were transitions from one sentence to another smooth? ____ ____
8. Were transitions from one paragraph to another smooth?............................................. ____ ____
9. Was all important information included?
   a. Did the first sentence specify what was being shipped, how, when and the time of arrival?...... ____ ____
   b. Was appreciation for business indicated?......... ____ ____
   c. Were new customers welcomed (if appropriate)?.... ____ ____
   d. Were any special instructions related to the order given?.................................... ____ ____
   e. Was the enclosed order blank and business reply envelope referred to for ease in making future orders?......................................... ____ ____
   f. Was a brief sales pitch on other products given?. ____ ____
   g. Was the letter concluded with a goodwill statement making a positive reference to future orders? orders?......................................... ____ ____
10. Was one carbon copy prepared?........................ ____ ____

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | C 0 | 17 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-17 RVTC

BU-*-CO-17

**TASK:** Compose and Type a Letter of Acknowledgement

STUDENT'S NAME ______________________ DATE ______________________

**DIRECTIONS TO STUDENT:** You will compose and type a letter of acknowledgement in a role-playing situation. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED:<br>For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the correct arrangement style used?............ | | |
| 2. | Was correct punctuation style used?............ | | |
| 3. | Were strikeovers and spacing errors eliminated?............ | | |
| 4. | Were all words spelled correctly?............ | | |
| 5. | Were sentences and paragraphs grammatically correct?............ | | |
| 6. | Were there only six to eight typewritten lines to a paragraph?............ | | |
| 7. | Were transitions from one sentence to another smooth?............ | | |
| 8. | Were transitions from one paragraph to another smooth?............ | | |
| 9. | Was all important information included? | | |
| | a. Did the first sentence specify what was being shipped, how, when and the time of arrival?............ | | |
| | b. Was appreciation for business indicated?............ | | |
| | c. Were new customers welcomed (if appropriate)?............ | | |
| | d. Were any special instructions related to the order given?............ | | |
| | e. Was a brief sales pitch on other products given?............ | | |
| | f. Was the enclosed order blank and business reply envelope referred to for ease in making future orders?............ | | |
| | g. Was the letter concluded with a goodwill statement, making a positive reference to future orders?............ | | |
| 10. | Was one carbon copy prepared?............ | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ______________________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 17 | | Page 1 of 1 |

DRAFT COPY

BUSINESS EDUCATION

# RIDGE
## VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

BU-*-CO-18

## A STUDENT LEARNING GUIDE

**TASK:** Compose and Type a Letter of Response

**DUTY:** Communicating in Speaking and Writing

**PURPOSE:**

A competent office worker shares in the responsibility of writing business correspondence. The ability to write various routine response letters improves efficiency and communication in a business.

* 7640
7660
7680

| DEPT. | PROG. | DUTY | TASK | PRE REQ. |
|---|---|---|---|---|
| BU | * | CO | 18 | CO-17 |

| REVISED: | | | | |
|---|---|---|---|---|
| | | | | |

## STUDENT PERFORMANCE OBJECTIVES: RVTC

## TERMINAL PERFORMANCE OBJECTIVE:

**GIVEN:** role playing situation,

**YOU WILL:** compose and type a letter of response.

**HOW WELL:** Your performance will be assessed by your instructor using the Performance Test on pages 9-10.

## ENABLING OBJECTIVES:

1. Idenfity letters of response.
2. Compose and type letters of response.

| DEPT. | PROG. | DUTY | TASK |
|---|---|---|---|
| BU | * | CO | 18 |

## ENABLING OBJECTIVE NO. 1

RVTC

Identify letters of response.

## LEARNING STEPS

1. Read Resource No. 1 to identify letters of response.
2. Complete the Self-Check.
3. Go on to Enabling Objective No. 2.

## RESOURCES

1. Text: Modern Business Correspondence, pages 104-108.
2. Self-Check enclosed.

| DEPT. | PROG. | DUTY | TASK | EN.OBJ. |
|---|---|---|---|---|
| BU | * | CO | 18 | 1 |

# SELF-CHECK

RVTC

Directions

Evaluate your knowledge by answering the items below.

Circle the T if the item is True and the F if the item is False.

T F 1. When writing for an employer and you sign the employer's name, add your initials below the name.

T F 2. Proofreading is most important when you write a letter without the employer's signature or dictation.

T F 3. If your employer cannot answer a letter satisfactorily, instruct the writer to notify the person who can help.

T F 4. It is appropriate to accept invitations without consulting your boss.

T F 5. Meeting notices should be sent two days in advance.

Now check your answers with the Answer Key.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 18 | 1 |

# SELF-CHECK

RVTC

## Answer Key

1. T
2. T
3. F
4. F
5. F

All of your answers should agree with the answers in the Answer Key. If you missed any, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 18 | 1 |

## ENABLING OBJECTIVE NO. 2

RVTC

Compose and type letters of response.

| LEARNING STEPS | RESOURCES |
|---|---|
| 1. Practice composing letters of response by completing Resource No. 1. | 1. Exercise enclosed. |
| 2. Using Resource No. 1, type one of the letters. Make one carbon copy. | 2. Supplies |
| 3. Complete the Self-Check. Turn your work into your instructor. | 3. Self-Check enclosed. |
| 4. When you think you can perform this task, take the Performance Test. | 4. Performance Test for task C-18 CO-18. |

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 18 | 2 |

## Directions

Compose one routine letter of response for each of the following situations. Make up any names, addresses or added information as necessary.

1. The National Secretaries Association has asked your boss to speak at their monthly meeting to be held at the Winter Haven Civic Center. The meeting will be held on Tuesday, April 22. Your boss, Mr. Tom Wilson, will be out of town that week on personal vacation.

2. Send a memorandum to the sales staff reminding them of the sales meeting on Thursday, at 3:00 p.m. in the conference room. Each salesman is to bring their sales promotional folders.

3. Write a letter to Haines City High School informing them of guided tours available at Ridge Vocational-Technical Center. Send a brochure of the programs available and inform them of who to notify in case one of their classes desires a tour.

# SELF-CHECK

**RVTC**

## Directions

Evaluate your work by answering the items below.

All items should receive a "YES" response.

| | YES | NO |
|---|---|---|
| 1. Was the letter typed, using correct arrangement? | ____ | ____ |
| 2. Was the correct type of punctuation used? | ____ | ____ |
| 3. Was the letter typed without strikeovers or spacing errors? | ____ | ____ |
| 4. Were all words spelled correctly? | ____ | ____ |
| 5. Were sentences grammatically correct? | ____ | ____ |
| 6. Were there no more than 6-8 typewritten lines per paragraph? | ____ | ____ |
| 7. Were smooth transitions made from one sentence to another? | ____ | ____ |
| 8. Were smooth transitions made from one paragraph to another? | ____ | ____ |
| 9. Was all important information included? | | |
| a. answer to the request was provided in the first part of the letter? | ____ | ____ |
| b. additional information or limitations in the second part of the letter? | ____ | ____ |

If you received a "NO" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

| DEPT. | PROG. | DUTY | TASK | EN. OBJ. |
|---|---|---|---|---|
| BU | * | CO | 18 | 2 |

# PERFORMANCE TEST FOR TASK NO. CO-18 **RVTC**

BU-*-CO-18

**TASK:** Compose and Type a Routine Letter of Response

STUDENT'S NAME ____________________ DATE ____________

**DIRECTIONS TO STUDENT:** In a role playing situation, you will compose and type a letter of response. You will be evaluated for attainment of this task, based upon the items listed below.

| ITEM NO. | ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response. | YES | NO |
|---|---|---|---|
| 1. | Was the letter typed, using correct arrangement? | | |
| 2. | Was the correct type of punctuation used? | | |
| 3. | Was the letter typed without strikeovers or spacing errors? | | |
| 4. | Were all words spelled correctly? | | |
| 5. | Were sentences grammatically correct? | | |
| 6. | Were there no more than 6-8 typewritten lines per paragraph? | | |
| 7. | Were smooth transitions made from one sentence to another? | | |
| 8. | Were smooth transitions made from one paragraph to another? | | |
| 9. | Was all important information included? | | |
| | a. answer to the request was provided in the first part of the letter? | | |
| | b. additional information or limitations in the second part of the letter? | | |
| 10. | Was a carbon copy prepared? | | |

☐ ATTAINED

Score ________ ☐ NOT ATTAINED ____________ EVALUATOR'S SIGNATURE

| DEPT. | PROG. | DUTY | TASK | ATTEMPT | |
|---|---|---|---|---|---|
| BU | * | CO | 18 | | Page 1 of 2 |

RIDGE VO-TECH CENTER 1980

PERFORMANCE TEST

RVTC

BU-*-CO-18

## Directions

Winter Haven High School's guidance counselor, John Anders, has asked for help with the next Career Fair, scheduled for November 10. Specifically, Mr. Anders asked to have employees who could speak to students about five different career areas. Since you know that your company is always eager to help schools and students in the community, write a memo to your manager, Lucy Wainwright, requesting permission to ask employees to participate in the Center Fair. Suggest five speakers who could give excellent presentations on careers, and ask if you could invite Mr. Anders to accompany students on a tour of your company's plant and offices some time in the future.

Compose and type a letter of response. Make one carbon copy. You will be evaluated on the items listed below: